

CHILD-WELFARE MAGAZINE

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PRESIDENT'S DESK

The topics on the program: Better Salaries for Teachers Necessary for Child Welfare; Equipping the National Congress of Mothers to Do Its Work; Placing Supervision of School Children under State Departments of Education; Child Study and Education for Parenthood; The Psychology of the Moral Development in Children; The School Girls' Problem of Dress—Illustrated; Rural Needs and Opportunities; Problems of Russia and America; Organization of Mothers of the World—How and Why It Should be Done; Utilization of Community Agencies for Child Welfare; Reconstruction Work for Women and Children of Belgium and France, by Mrs. Thomas Walsh's War Workers—*Exhibit*; Mothers' Pensions; Juvenile Courts; Compulsory Education; Truancy; Home and School Gardens; Home Education Divisions in Bureaus of Education of every Nation as Peace Makers between Nations.

Speakers on Program will be P. P. Claxton, U. S. Commissioner of Education; Dr. J. H. Francis, Chief Home and School Garden Division, U. S. Bureau of Education; Dr. M. V. O'Shea, School of Education, Wisconsin University; Mr. William Fletcher Russell, Dean of College of Education, State University of Iowa; Miss Elizabeth Harrison, President National Kindergarten College; Prof. Theodore Irwin, Department of Psychology, Normal School, Springfield, Mo.; Miss Virginia Alexander, Director Department of Applied Art, State College for Women, Texas; Mr. L. C. Weir, National Playground Association of America; All State Presidents and Department Chairmen; Mrs. Thomas S. Walsh, Leader in Help to Foreign Mothers and Children; Mrs. Frank Black, President Farm Women of Pennsylvania.

Mornings will be given to business, afternoons and evenings to the speakers, all of whom will bring a message of real value in different phases of child welfare. A large attendance of mothers and teachers is assured, but were it not for the war rates of travel many hundreds might come who are prevented by war expenses and war taxes.

Colonel Victor C. Vaughan, the greatest bacteriologist in the United States and late President of the American Medical Association, believes the government should assume control of certain functions of the educational system of the country. He recommends disciplinary training and to this extent military; but the primary and principal purpose should be the preparation of men, not for the fighting line, but for good citizenship. He believes the service would be best administered under the War Department, yet it should include the physical, mental and moral man, and should be without expense to the individual.

Dr. J. Madison Taylor in his article published in this issue of the MAGAZINE presents a specific carefully thought-out plan for disciplinary training of all boys, which is the reiteration of an article on the same subject published several years ago.

Denmark is interested in organizing branches of the National Congress of Mothers and Parent-Teacher Associations. Through the report of the Commissioner of Education, teachers have become acquainted with the work that has been done by the National Congress in the United States and are interested to promote a similar movement in Denmark.

It is four and a half years since we have read any English publications, owing to the occupation of Belgium by Germany. At last we are delivered from oppression. What a consolation! What gratitude we have to America which has preserved us from famine and has intervened to make justice triumph! New currents of sympathy between our two countries are going to result.

**Message from
Brussels, Belgium**

Everywhere economic, industrial and financial reconstruction of the war-ridden countries are being considered. It is urgent, but there is one thing more important still. We speak above all of moral education—character building. America, like Belgium, places a high moral education above all other progress. Money has been provided for many institutions to further science, industry and art; it is then logical that for the most beautiful and most important of arts, the art of helping parents to make future generations better, there should be ample appropriation.

Attaching too exclusive importance to economic interests conflicts can rage, whilst emulation in reaching the highest degree of moral perfection will always be peaceful. Our League of Family Education has existed for twenty years. It now has decided to create an Institute of Home Education in memory of peace and recognition of a new era of intense moral progress. This Institute will watch over the study, books and best methods of education in the families.

P. DEVUYST,

Director General and Minister of Agriculture.

Every state and every local branch of the National Congress of Mothers and Parent-Teacher Associations has a CHILD WELFARE MAGAZINE Chairman if it carries out the plan of organization.

**Good Work of
These Child Wel-
fare Magazine
Chairman**

It promotes interest, unity of purpose and systematic work to have our members get the monthly message that is given in CHILD-WELFARE MAGAZINE. During January, February and March the following local chairmen have sent in large numbers of subscriptions: Sherman, Texas, has an active chairman in Mrs. D. W. Johnson, who sent in two clubs in one month.—*Fayetteville, Tennessee*, Chairman Mrs. Holman, has the record for the largest Club. Des Moines, Iowa, through Mrs. Alson Secor, has sent one of the largest Clubs. Battle Creek, Michigan, through Mrs. Fred Kirk; Chelsea, Oklahoma, through Mrs. Charles W. Caldwell; Hull, Mass., through Mrs. E. J. Sirovich; Phoenix, Arizona, through Mrs. Conrad Hess; Palmetta, Ga., through Mrs. W. H. Hill; Coatesville, Pa., through Mrs. Walter E. Greenwood; Cullman, Ala., through Mrs. G. C. Allison; Brookville, Pa., through Mrs. Carl T. Benscoter; Brattleboro, Vt. through Mrs. E. Webster; Knoxville, Tenn., through Mrs. D. S. Chandler; Cedar Point, Kansas, through Mrs. J. G. Fisher; Los Galos San Jose, Calif., through Mrs. P. H. Greer, all deserve special mention for splendid work on behalf of the MAGAZINE.

The Editorial Board acknowledge with thanks many letters of appreciation for the MAGAZINE.

You are doing good work. Why not write the MAGAZINE about it? Have you asked your MAGAZINE Chairman to send an account of your work and your needs to the MAGAZINE. It inspires others to read of it. There are thousands of organizations of parents. What is each one doing to make opportunities better for all the children? Don't you think it would help to write about it?

**To Local Mothers
Circles of Parent-
Teacher Asso-
ciations**

Several months ago a Rhode Island member suggested that it would be valuable to have a series of articles on Best Schools. She sent one. Are there no others? The MAGAZINE will welcome the description by a parent of any school that is especially good. Are there mothers among our readers who have been helped by the MAGAZINE? If so will they tell us what has helped them most and of what they most need. Are there teachers who have found it helpful? If so, tell us what more we can do to help you. Send your news direct to CHILD-WELFARE MAGAZINE, Box 4022, West Philadelphia, Pa.

It is interesting to note that there is an awakening to the necessity of national consideration of and service for the all-around development of all the people. The Public Health Service contemplates constituting itself a national center and clearing house for information, advice and educational assistance on all matters relating to public health and hygiene.

**U. S. Public Health
Service**

Surgeon General Rupert Blue says: "When the history of the present war is written, not the least significant part will be that which records the achievements in the field of preventive medicine. Hundreds of thousands of lives have been saved as a result of the excellent work in sanitation and preventive medicine carried on by the British, French and American military forces. What can be done among soldiers in the unfavorable environment of war can and should be done among the civilian population in the more favorable environment of peace, and this can be accomplished by intensive health work carried on by the U. S. Public Health Service in coöperation with state and local authorities."

The War Congress which adjourned in March left many things undone which meant much to the welfare of the country. The Bureau of Education Department of Interior, which had in its budget an appropriation for the support of the Home Education Division, received nothing. The School Garden Work which has produced crops worth millions of dollars, besides providing wholesome employment and means of earning money for thousands of children, must cease, owing to lack of appropriation. That takes Dr. J. H. Francis out of that service where such fine work has been done. The Woman's Division, Federal Employment Bureau, received nothing and only by outside assistance has it been able to continue a skeleton of its work. It has been one of the best things that has come out of the war. Free service to employer and employee. Visits to employers to learn what they have to offer, advice to young girls as to what employment offers the best for them has proved satisfactory to both. Many are the young girls with a smattering of education who after a hasty course at a business college seek a clerical place.

They are told that without further education there is no prospect of advancement or even permanence of work for them. Women who have given years to vocational guidance are their friendly advisers. They have turned many a life to a surer path by their knowledge and advice.

When the New Congress convenes it is hoped that these failures will be remedied.

Right education in home and school was never so important as now. The nation's future will be determined by it.

What the world needs today is a broader vision of the scope, the duty and the power of purposeful intelligent constructive motherhood. Long ago the Congress of Mothers caught the vision that to be a good mother to one's own children was impossible unless all children could have right mothering. Long ago the Congress of Mothers began its study of the relation of home guidance and training to community life and welfare. It saw the possibilities of raising the standard of world life by reaching every girl, every mother, and giving her the vision of her great duty in the universe and the information which would enable her to make her life constructive and intelligent in the guidance and care of the coming generation. Men are what their mothers make them. Those who stand highest today give the same testimony. It is in boyhood that foundations are laid or not laid. It is in childhood that mothers can give to both boys and girls the inspiration to all that counts for what is useful, true and fine in life. No truer word was ever spoken than "The hand that rocks the cradle rules the world." Every woman who has a brain to think, a heart to feel should take upon herself the duty of binding together the mothers of the world, to prevent the mothers of the future from bearing the grief, the loss of dear ones and seeing the gross crimes committed against women by men who had never been taught to honor and respect women.

To the honor of American men be it said that even in war they could not dishonor womanhood, that the influence of the government and of American standards were against it.

At this writing the Peace Conference is still in session. The effort to form a League of Nations to prevent war must go deeper than treaties written on paper to be effective. It must take cognizance of the kind of training that will be given in every home of the world. It must do this in definite ways. Schools educate the mind. Homes create the ideals of life before a child goes to school.

Boys and girls, the home-makers of the future, in studying history would be more benefited by having the real causes of war made clear rather than by learning what battles were fought and who won.

The Bureaus of Education in every nation should place parents in the ranks of educators, should place at their disposal every possible aid in child nurture and home-making, should have definite assistance for both mothers and fathers in developing right ideals of citizenship, of duty and of service.

Not lives of ease, but lives of use should be the goal. Can the women of this country who are united in the Congress of Mothers quadruple organized motherhood in our own land? Can each organization form at least one more? Can each member get one more?

Team work for reaching every home in our land, team work to finance the Congress in order that it may meet the demands made upon it is what is required here and now.

"If every cast-off garment should be made over and utilized every man, woman and child in the United States could be comfortably clad" is the assertion of Mrs. C. E. Stoddard, Chairman of Thrift Department, in National Congress of Mothers and Parent-Teacher Associations, Washington, D. C.

"We must first educate the women to the idea and then teach them how to make over the old things. For instance, from an old shirt can be made women's, boy's and girls' shirtwaists, children's dresses and petticoats, drawers, aprons, bibs, handkerchiefs, gowns, caps, pajamas, jackets, small pillow cases, cuffs, collars, boys' suits and rompers. From stockings and socks, tights and children's stockings may be made."

"The thought of all women today must be directed toward thrift in order to meet the needs that war has brought upon the nation. The conservation of clothing, as well as the use of articles that have formerly been discarded is a matter of vital importance at the present time. Parent-teacher associations and other organizations have taken up the work and thousands of useful garments have been made or repaired and distributed to those who needed them, or have been used in families who formerly would have thrown them away. The slogan now is to save and pass on to others any idea of economy and thrift."

Mrs. Thomas S. Walsh, of Washington, D. C., has carried this idea into wonderful service for the women and children of France, Belgium and Poland. Vice-President Marshall says of this work.

THE VICE-PRESIDENT'S CHAMBER.
WASHINGTON.

February 25, 1919

I have kept in touch with the various benevolences arising out of the war. All are splendid. But the work done by Mrs. Thos. F. Walsh is little short of miraculous. Turning her palatial home into a workshop with a genius which would have brought a fortune out of a private enterprise, she has for sweet charity's sake taken cast off garments, from shirts to stockings, and has designed many artistic and useful garments for the women and children of Belgium and France, in such numbers that I should be ashamed to name them lest they be unbelievably. Her work is growing tremendously. She is genius and good angel combined—a rare combination in this muddled old world. Her work should go on in increasing volume. She gives her health, her wealth, her rare capability to it. I beg you to hear all about it, to believe all you hear and to give it your personal and helping hand.

In His name,
THOS. R. MARSHALL

BROADWAY ROUSE,
NEW YORK CITY.

Mrs. Walsh welcomes visitors who desire to see the use made of what formerly was thrown away. Her home is at 2020 Massachusetts Ave. The entire lower floor is given up to the making and keeping of the vast stock of comfortable, beautiful clothing until ready to send abroad.

The Denver Opportunity School

By F. CUSHMAN,

Federal Agent for Industrial Education.

"Where do we go from here, boys?" This familiar expression of our American soldiers, if extended to include not only boys, but also men, women, and girls of all ages, would be a perfectly fitting motto to place over the main entrance of the Opportunity School at Denver.

Miss Emily Griffith, principal, believes that it is a much more important matter to help folks along in this world from the point where they are, and without asking too many questions, than it is to inquire minutely into their age, nationality, place of birth, occupations past and present, and the other usual details that are generally recorded before a person is given a chance to take the first step in a school. It is enough for Miss Griffith to know that the individual has a desire to learn: Not "What have you done?" but "What do you want to make of yourself?" is the watchword. For younger pupils a simple system of records is kept; but "No questions asked" is the policy with the mature men and women.

This remarkable institution, the Opportunity School, occupies an old elementary school building erected in 1882. Upward of 2,500 students

are enrolled in the day and evening classes. Limitations of space and equipment are such that many lines of work for which there is a great demand can not be taught. For example: Machine-shop work and other trades requiring shop equipment. A very large proportion of the work of the school, both day and evening, is vocational, in the sense that its object is to prepare people for profitable employment. Some of these classes meet the requirements for approval for Federal aid, but the larger number do not. Miss Griffith would prefer to get along without Federal aid than to deny to any large number of people the advantages of any course of instruction offered.

This year, evening classes in automobile mechanics, sheet metal work, stationary engineering and machine drawing; and an all-day unit trade class in millinery for girls and women have been approved for Federal aid. The men in the sheet metal workers evening class are all employed in the Colorado & Southern railroad shops, and their teacher is their own foreman.

If the first thing necessary on entrance to this school is a substantial meal, that is provided.

A soup kitchen furnishes at least 100 bowls of soup each evening before night school opens, at a nominal charge of 2 cents, or free if the pupil hasn't the money. Miss Griffith is not at all afraid of having any one steal from her, and people file through this soup room, make their own change or take the soup free, as they prefer. It is the exception, when the amount of money found in the dish is not at least equal to and frequently greater than the amount which would have been collected by a cashier at 2 cents a bowl. When this feature was first inaugurated, Miss Griffith was the cook and dishwasher herself. Now, however, the soup room is a great deal like Tom Sawyer's fence, and there is always a surplus of girls and women who are anxious to give their help.

An exceedingly important and valuable feature of the school is found in its citizenship classes. During the past two years, more than 1,800 men have taken the citizenship course and became naturalized through this school. No doubt hundreds of potential dynamiters have been given such ideas of the duties and responsibilities of citizenship that they have become safe

and valuable members of the community. The rooms in which these citizenship classes meet are crowded, and the instructor in charge of this work, Mr. Hoel, is said to be one of the best citizenship teachers in the country.

A part-time school is conducted for messenger boys and factory girls. It would be impossible to find a schoolroom anywhere where there was better order and better evidence of interest in the work on the part of the pupils than may be found in these classes. This is also true of every class in the school, day and evening. These classes have been approved for Federal aid this year.

Miss Griffith is a mother to the whole crowd; knows many of the pupils by name; is never too busy to say "Good morning," as they come in, and bid them "Good night," as they go out. The school is doing a most wonderful work in providing, as the name would indicate, an opportunity for those who have fallen out of the regular school system and were on the educational "scrap heap," so far as the regular system of schools is concerned.

Do Not Punish In Anger

By MARY E. DOZIOR

A child of four years who was in the habit of pinching her neighbors, was asked by her kindergarten teacher: "Would you like to have Alice pinch you?" "No." "She doesn't like it either, Dorothy, and will not care to sit by you if you continue."

But the talk did no good, for the little tot went on repeating her offense. Then the teacher quietly took her handkerchief and, wrapping it around the offending member, said: "Suppose we cover up this little hand, and not let it be seen until it can remember not to pinch."

After a few minutes the child came over to the teacher to say that the hand could take care of itself now. Smilingly the teacher unwrapped it and said: "I am so glad!"

A mother, for a similar offense, was seen to slap her child's hand and jerk his arm. Which do you think the better method to follow?

In a kindergarten room of forty children, the story hour was in progress. The room was small, hence the attention of all was a necessity.

Two boys, half listening, half playing, were continually rocking their chairs. The teacher's efforts to gain their complete attention proved fruitless. She stopped long enough to say: "Those who cannot sit quietly on their chairs must sit on the floor." One of the boys immediately gave perfect attention, but the other continued his noise. When the teacher reached over to take his chair, he resisted, then went off by himself in a distant corner.

Knowing the disposition of the boy, the teacher let the matter pass until the next day when he asked for some work which he specially liked to do. Then she replied: "I will be glad to let you have it, John, after you have obeyed about sitting on the floor."

For three days the boy rebelled, and for three days this teacher of forty children did not forget the individual problem, refusing all of John's requests for the things he desired—always, however, in a pleasant manner.

Know Your Child

By DR. J. H. FRANCIS

Of the United States Bureau of Education

No two children are alike, not even twin sisters. Any effort to make them so is wicked and wasteful. Courses of study administered to all children in the same way are destructive of originality and initiative. Uniformity of treatment is deadly and deadening.

Every normal child has possibilities in some things. To help him to discover and develop them is the greatest service society can render him and itself. To study about a child is not to know the individual child. Traditions, customs, preconceived notions of habit and conduct must be subordinated if not eliminated, while studying the child. Fraternize with him, associate with him, be a good fellow with him and study him. But do not let him know you are doing this.

There is no other study so fascinating, so absorbingly interesting. Study him. He will

surprise you every day with what he knows and can do. Really he will teach you some things worth knowing, that is if you are in a mood to learn.

First of all the child is a little animal. He needs food fit to eat, clothes fit to wear and a house fit to live in. But he is also eminently spiritual and needs spirits fit to associate with.

The child learns as naturally as he eats, or grows. Thus he needs mental food. Also if he does not thrive on that found in the home or school, change his mental diet. It will do him good and may help you.

Fear is one of the most withering curses of all ages. Don't try to scare him. Cultivate his hope, faith and courage. He will need these qualities later. The fact that they are rare does not lessen their value.

Vacation Camps for All Boys

By J. MADISON TAYLOR, A.B., M.D.,

Professor of Applied Therapeutics, Temple University, Medical Dept., Philadelphia, Pa.

Every thoughtful person, is now considering the one problem demanding fair attention, viz., what is the best sort of education for our future citizens, our home-makers and our home-defenders? The one method which seems the most promising, practicable, economic, readily realizable and put to work, is to supply vacation camps which all boys shall use for about two months for the last three years of their primary school course.

Ample confirmation comes from various authoritative sources of the proposition now submitted to the effect that camp life, properly supervised, systematized and controlled, offers the best means (now in sight) for inculcating the principles of, and supplying experience in, practical departments of educational endeavor. Many of these subjects could, at best, be only referred to in school courses, and all need to be lived and acted and practiced, and not merely described.

Let me sum up the objects aimed at before proceeding to sketch out the leading points. I hope for constructive criticism from all sides and sources.

Life in the open under canvas and expert guidance, affords the most natural means for arousing the best instincts or sense of duty, of responsibility, of obligation to a common-

wealth; it stimulates the development of mutualities of service, domestic and communal, of group action, coöperation, unanimity. It also makes for the evolution of individual solidarity, of self-mastery, of resourcefulness, of self-development in personality.

Above all else camp training qualifies the pupil to become a missionary, a propagandist in whatsoever community he may visit. Sanitation, gaining a practical familiarity in discharging or in teaching those responsibilities which every self-respecting citizen should be qualified and eager to exercise in preventing harm or disease to bodies, to mind, to character and behavior. There is ample ground for believing that organized summer outings are capable of adding 30 per cent. to efficiency in civilian life, and much more should military life be resumed.

My proposition is that each state shall provide, as a part of its educational system, vacation camp sites for all boys, somewhat as follows: The average ages of boys in the last three years of elementary schools are respectively fourteen, fifteen and sixteen years. This is the most important period of growth in which to mould and elaborate the maturing qualities of plastic youth. Hence it is desirable to then institute systematic combined mental, disciplinary physical training, practical experiences in meeting harsh and varied

difficulties, and in living forms of life in which responsibilities are assumed, as are only supplied by open-air activities. No military drills or war-like instructions are proposed, merely educational and developmental measures peculiarly capable of qualifying boys for any plane of practical endeavor.

This training should supply such forms as should constitute a basis to fit boys for any chosen line of occupation. The suggestions offered, subject to such modifications as experience shall show, include the following:

1. Boys in the last three years of the primary schools should have opportunities to spend two months of three successive vacations in camp under instruction in practical and useful subjects, combined with such games or sports as implant the rudiments of qualities, character and useful proficiencies, thus helping to create a nation-wide group of better home-makers as well as home-defenders.

2. These three vacation periods of two months each total six months, and while by no means the equivalent of education included in European military training, would go a long way toward providing the best and most useful proficiencies gained by such services.

3. The advantages which vacation camps would provide the individual boy are, among others: greatly improved physical and mental health; resourcefulness in taking care of himself under varied situations; regular habits; self-reliance, economy in doing things, controlled behavior; prompt obedience to authority; also coöperative proficiencies (mind and body acting as one); in competitions which mass games and sports and disciplinary drills furnish. In short camp life for boys of similar ages and tastes supplies wholesome energy outlets and normal incentives for each one to do the best that lies in him, all moreover, in the form of natural amusements.

4. Advantages for the whole group working in unison are among others: mutual associations, loyal coöperation, group expertnesses, and mass competitions in doing those things well (*i. e.*, artistically) which make for wholesome team work, by fostering a desirable clan, or club, or "gang" spirit, leading up to a communal, a national spirit, thence to patriotism in its highest and best sense—"united we stand, divided we fall" in community, industrial, commercial and in federal life.

Young human beings lend themselves readily to, and instinctively enjoy and profit by, training in mass encounters with the forces of nature. These forces of nature can be wisely controlled so as to aid, conserve, and reinforce human powers; as, for example, the wind in sailing a boat; water power transformed and transmitted in forms to do work.

Many natural manifestations of energizing seem dangerous or destructive, yet they can readily be bent to serve intelligent human

direction. Hence the value of expert instruction and experience in the how, when and why to modify, to adapt, to harness and compel these energies to do our bidding.

In any group of boys some few are born leaders and automatically take positions of advantage. This leadership may be guided by generous impulses to render service, or on the other hand to develop the boss, the bully, the autocrat.

The most convenient, safe and agreeable means of encountering and controlling the forces of nature is through camp life in the open, in the woods, beside, or on, or in, a stream or pond or ocean. Here is good opportunity for not only the natural and forceful leader to develop, but also for the less bold and dominant boy when entrusted with responsibilities, to bring out of himself such leadership as is in him. Inherent proclivities are of value only as they serve to meet a particular, or the common good. A boy who has qualities suitable for leadership in valuable directions, but who lacks courage or strength to fight his way to the front, should be studied and his capacities appraised. He should also be given opportunities to develop along his special trends, his capacities and tastes.

For leadership in thought, in enterprise and in initiative, there are many excellent openings to be found in the baseball or football field, the drill ground, the boxing or fencing schools. It is only fair that every boy shall be given special opportunities for expansion; these should not be confined to a selected few, a privileged group, such as the Boy Scouts, or the sons of the rich in the now popular summer camps.

Among the specific facilities offered by such vacation camps—I speak from experience—are: A practical knowledge of, or training in behavior, in courage, fortitude, endurance, truthfulness, faithfulness, loyalty, in admiration for ideals; for standards of conduct, for generous competition, square deals, where maturing qualities and energy can be applied and economized; also most important, the principles of first aid to the injured. Swimming can be learned, nature of trees, rocks, some woodcraft, forestry, how to find one's way by the stars and by tree signs, the tracking of men and animals, the use of small boats, canoes, rowing, sailing, construction and use of rafts, taking care of oneself in the open on land or water, the uses and dangers of fires, outdoor cooking, camp-making, bed-making, care and mending of clothes, the use of special utensils for domestic or constructive industries; also the elements of scouting, map-making, signalling, wireless telegraphy and other applications of electricity.

It might be of particular value to include specific instruction in forms and degrees of engineering, surveying, road-building, bridge-making, and the elements of aviation. Any or all of these proficiencies should prove of inestimable value to any man, and in any position of

life. Such knowledge and skill may come into play and qualify an applicant for any post of responsibility. They will aid greatly in widening the mental horizon and physical fitness to meet varied exigencies in play, in service to one's fellows, in adaptabilities in the arts and industries and, in case of war, put that man in the front rank of home defenders.

Every normal boy is equipped with excess energy, "adolescent prepotency," which drives him to do more than he ordinarily has the chance of doing, or doing safely. This over energy, if checked or retained, will often push him to doing many things seeming foolish or wrong to his elders. This is merely good man power going to waste, but is of incalculable use if only directed into right channels. It is a priceless possession and deserves shaping; for so is the work of the world well done or ill done.

These boiling energies if thrown back on themselves, if not furnished suitable outlets, tend to change a good boy into an obstinate, tempestuous, recalcitrant, obstreperous boy. So soon as these powers are lured into right lines, encouraged and specialized, that boy often becomes the best of the bunch, the masterful man, the statesman, the patriot.

Adverse criticisms urged are, first: the expense and, second, it might meet with opposition by some parents who would object that their son must earn money during the summer. Each parent could dispose of his own boy. The intrinsic merit of the plan is so obvious, however, that when put in practice opposition would ultimately and automatically disappear.

Indeed if only a moderate proportion of boys should at first avail themselves of the vacation camps, it would reduce the primary expense. Benevolent individuals might be induced to back the plan by a guarantee fund until upon demonstration of its value suitable state provision could be made. Vacation camp schools for combined mental and physical training might well become a special educational feature, a characteristic American basis for industries.

Resourcefulness so essential for every citizen, is the product of a varied and systematic training of body and mind as a unit; also of bearing of diversified responsibilities and of familiarity in dealing with adverse forces of nature. In short to become a masterful man the boy must have encountered and overcome difficulties closely allied to those met in pioneer days. Most of these conditions are supplied by my plan for vacation camps for all boys.

No softly padded paths of ease, no mere pursuit of the arts of peace and of sophisticated industries, however strenuous, can evolve the kind of man required to take and hold his place in a world of strife and peril. Every boy needs to get away for a time from the monotony and ease of home life; also a change from the tender care, or neglect, or pettinesses, of the home atmosphere. He demands above all

else the wholesome influences of freedom, opportunities to live and act for himself among groups of boys, of like or of unlike characteristics.

Also a boy needs liberty to choose his own leaders, or opportunities to develop himself into a leader. The guidance of older and wiser boys, or young men of experience, is likewise necessary. This should always and ever be for boys in the form of play, of sports, under conditions and rules and limitations within his capabilities, comprehension and in accord with his proclivities. It is by and through the play instinct, the primal impulse to do, which long precedes (biologically) the reasoning on why or wherefore we do, that the best, cleanest, most accurate and most acceptable teachings can be impressed. The good tastes, the moral trends, must be watched and fostered and most carefully directed along useful channels of doing, feeling and thinking.

Play, and of a sort which invites and holds interest, is the paramount agency in any form of education. It is preëminently the great moral force too. None are so quick to detect unfairness and meanness as the young child. Japan is the child's paradise. For centuries there they have reduced play to an exact science; a fine art; an easy, delightful and perfect method of doing things well and efficiently. Our manual or trade schools and other attempts at practical training are commendable efforts to meet the more primitive of these needs. But by no means do they afford the fundamental requirements of shaping boyhood and adolescent dynamics.

As Henry Adams says of his own boyhood relative values: "Winter and summer, cold and heat, town and country, force and freedom, marked two modes of life and thought, balanced like two lobes of the brain.

"Town was winter confinement, rule, school, discipline; straight gloomy streets, piled with six feet of snow in the middle; frosts that made the snow sing under wheels or runners; thaws when the streets became dangerous to cross; society of uncles, aunts and cousins who expected children to behave themselves, and who were not always gratified; above all else, winter represented the desire to escape and go free.

"Town was restraint, law, unity. Country, only seven miles away, was liberty, diversity, outlawry, the endless delight of mere sense impressions given by nature for nothing, and breathed by boys without knowing it.

"Boys are wild animals, rich in treasures of sense; he feels his nature crudely, as is meant. Among senses, smell is the strongest (and most primitive). Smell of hot pine woods and sweet fern in the scorching summer noon; of new-mown hay, of ploughed earth; of box hedges; of peaches, lilacs, syringas; of stables, barns, cow yards; of salt water and low tide on the marshes; nothing comes amiss. Next to smell

comes taste, and children know the taste of everything they see or touch. . . .

"Light, line and color are sensual pleasures, they come later and are as crude as the rest. . . .

"Winter and summer, then, were two hostile

lives, and bred two separate natures. Winter was always the effort to live; summer was tropical licence. Summer was the multiplicity of nature; winter was school."

List of Good Motion Pictures

The Pennsylvania State Board of Censors is frequently asked for the titles of pictures which have educational or artistic value, or which in any case can afford those who view

them clean and wholesome amusement. From time to time the Board will issue such lists.

The following pictures of various characters, educational, scenic, dramatic and comic, have recently come to the attention of the Board.

<i>Title</i>	<i>No. Reels</i>	<i>Manufacturer</i>
D. A Wild Goose Chase	5	Triangle
D. The Eternal Light	8	Catholic Art
D. The Sheriff's Son	5	Paramount
D. The Flip of a Coin	2	Universal
D. The Better Way	2	W. H. Production
C. Almost a Hero	1	Strand
C. Their Baby	1	Strand
C. Welcome Home	1	Christie
C. Don't Believe Everything	1	Christie
C.D. The Long Lane's Turning	6	Robertson
C.D. Johnny on the Spot	5	Metro
C.D. Poor Boob	5	Paramount
C.D. Are You a Mason?	5	Paramount
C.D. Alias Mike Moran	5	Paramount
C.D. Johnny Get Your Gun	5	Paramount
C.D. Carolyn of the Corners	5	Pathe
C.D. Where the West Begins	5	Pathe
C.D. The Wishing Ring Man	5	Vitagraph
C.D. Satan Junior	5	Metro
C.D. It's a Bear	5	Triangle
E. Teddy Birds	1	Outing Chester
E. An Indian Village in Mexico	1	Educational
E. Santa Catalina Island	1	Prizma
E. If Your Soldiers Hit	2	U. S. Government (World Release)
E. Wings of Victory	2	U. S. Government (World Release)
E. Everywhere with Prizma	1	World
E. Horses of War	2	U. S. Government (World Release)
E. Out Wyoming Way	1	Outdoors
E. A Peek at Paradise	1	Outdoors
E. Good to Eat	1	Goldwyn
E. The Story of Steel	1	Ford
E. A Little Bit of Heaven	1	Ford
E. Columbia the Gem of the Highways	1	Outdoors
E. From Scales to Antlers	1	Chester Outing
E. Ballahooing on the Anarka	1	Chester Outing

"C"—Comedy; "D"—Drama; "E"—Educational; "S"—Scenic.

The Mother's Harvest

By SUSAN CHENERY

(Author of "As the Twig is Bent")

My sister Helen and I are getting along. We can't call ourselves young any more. Her daughter Margery is married and her son Frank is in the senior year at college. Helen has reason to feel perfectly satisfied with her work as a mother. Both Margery and Frank would be a credit to any family. They have their faults, but these are not noticeable. What I admire most in them is their absolute sincerity; there seems to be not only no striving after effect, but complete unconsciousness of it. I question whether this is entirely desirable in a boy of Frank's temperament. If he were not kind-hearted, his bluntness would at times give offence. Still he is obliging and that saves the situation. I asked Helen if she thought that when Margery had children she would follow along her mother's lines.

"Why, no," said Helen, "I hope she'll improve on 'em. You must remember that the children rarely had occasion to know my motives. Perhaps they think every child is trained as they were. I never tried to impress the children with my personality. What I aimed at was what most mothers should desire for their children, the good old standard virtues which we all ought

to have, such as truth, honor, charity, obedience, faith. Those seemed essential. There were other things I wanted for them, such as neatness, courtesy, and thrift. There were still others that I hoped they would have, but did not especially strive for: I feared to meddle too much with their individuality. Do you know I could wish now that I had aimed at more in their training. Is it not amazing that every virtue I wished them to have, they have? As I look back I can't see that I worked hard to get them, either. I seem to have simply kept those things in mind and headed the children in that direction. I wanted the children to have certain qualities, and they have them."

"One reason why your children are straightforward and sincere, Helen, is because you never 'pretended' with them. How will children learn the truth from parents whom they frequently hear telling what isn't true? How will they learn honesty when their parents tell them to deceive the conductor about their ages? Those who are taught to be polite only before company are not apt to be truly courteous. Some parents ought to train themselves instead of training their children."

Homemaking*

By HELEN B. KAY

We all recognize that the woman who is to make and keep the home of the future, must know how to fill her position as well as the girl who goes into an office. Nor must the boy be left out in this scheme, for he shares the responsibilities of the home with the girl. It is our duty then as educators to give the girl and boy some opportunity to have "Home Experiences" during their school life. At present there is little recognition of the fact that a boy should know something of household responsibilities. Perhaps our progress would be less hampered if men in general were given a few courses in the routine of housekeeping. The home is the center of civilization and man and woman should share its burdens.

Some of the courses which come to mind when one thinks of a course in "Homemaking" are: Cooking, Home Nursing, Household Accounts, Marketing Household Physics, Household Decoration, Sewing, Household Chemistry, Textiles, Laundering, Hygiene, Elementary Wood-

working. This is by no means an exhaustive list of subjects coming under the head of Homemaking. These merely suggest the framework of such a course, and it is easily seen that the topic reaches out to Science, Art, Literature, etc. Those subjects in which the boys should participate might be classed as follows: Cooking, Household Chemistry and Physics, Textiles, Household Decoration, Elementary Woodworking, and Household Accounts.

In the fall of 1915 the Ethical Culture School rented an apartment in its neighborhood which was to be used as a workroom for the eighth grade and also to serve as a home for several of the teachers of the school.

How the apartment was changed from an ugly dark flat into a cheerful, cosy home makes an interesting story. The details would be very tiresome, but some of the "highlight spots" are worth noting.

A committee of teachers selected the apartment, taking into consideration those things which any city family considers before moving

* *School and House.*

from one locality to another, such as: rent, light, air, neighborhood, parks, churches, markets, amusements, and transportation. The apartment was situated at 5 West 65th Street. It was a top floor apartment with seven rooms and bath, of the usual dumb bell type. One entered a narrow hall which ran from front to back. The living-room and alcove were across the front, with a bedroom adjoining the living-room. Two bedrooms were directly off the hall, the bath coming between the dining-room and bedroom. The pantry, kitchen and maid's room were just beyond the dining-room, opening from a short hall or passage-way.

When the Eighth Grade met for the first time, the plan of the apartment was laid before the class. The proposition was this, "There is a seven room apartment which is to be furnished and used as a home. There is \$375 with which to furnish and decorate it. What are the things we must consider before we can proceed?"

Then the class was taken over to inspect the apartment and to take notes on improvements to be made by the landlord; also to make a rough sketch of the apartment to be used later in the art work. Naturally many more things were suggested than the landlord could reasonably be expected to do. However the most essential cleaning, papering, and painting was done. The class selected the wallpapers and color of paint for woodwork under the direction of the art teacher.

After the apartment was painted and papered it was cleaned by the class under the direction of the Household Arts teachers, and was now ready to be furnished.

Three large factors were kept in mind as the articles for the apartment were considered. They were (1) Usefulness (durability, economy), (2) Comfort (sanitation, etc.), (3) Beauty.

The class was divided into groups, and the various groups went shopping for furniture. At the class meetings the report of each shopping group was given, and the article was selected by vote. The group then ordered its purchase. There was plenty of free discussion and every girl had an opportunity to express her opinion. The teachers kept entirely in the background, excepting where it was necessary to

give advice. In this way each piece of furniture was decided upon. Some of the articles were selected from catalogues, giving the experience of buying in this way. A few of the pieces were bought "second-hand" and needed some repair. This repairing was done by some members of the class. One of the disadvantages encountered was the fact that the boys did not have an opportunity to help in the furnishing. They could easily have made some of the pieces of furniture. The selection of dishes, rugs, silver, linen, and draperies was made in the same manner as that of the furniture.

Some groups stenciled furniture and material for curtains; other groups hemmed towels and napkins, made curtains, couch covers, and pillow covers. This was practical experience of home-making and of the work necessary to make a home livable.

A record of the work done was kept in notebooks made under the direction of the art teacher. A plan of the apartment was drawn to scale by the class, and each girl had a blue-print of the best plan. Samples of wallpaper and draperies were mounted and kept in the note-books, as well as the budget of the money spent.

When the apartment was finished groups gave receptions to their parents, one group acting as hostesses and another as waitresses.

The work of the second year was of necessity different from that of the preceding year. There was no money to add any extras, so the problem before this new group was "What can we do to make this apartment more comfortable and homelike?" Many suggestions were made such as new draperies, painting of woodwork in living-room (this had not been done the first year), some new pieces of furniture, the addition of a mirror and some pottery. The class discussed each point and then by vote decided whether the suggestion should be carried out. There were shopping trips to select furniture as in the previous year, but this time there was a background into which the piece had to fit.

This year's tasks did not entail the amount of work or shopping done in the previous year, but the principles were essentially the same and the class had practically the same experience.

Tramp-Making

Nobody knew where the little boy went
 Out on the streets in his hours of play.
 Nobody watched how his moments were spent,—
 The house was so quiet when he was away!
 Nobody cared how the little boy fared,
 Silent, unnoticed he sat at the board;
 Home-folks all centered in self, unprepared
 To give him a smile or a child-pleasing word.
 Nobody guided and nobody cheered
 The rich, restless nature in youth's breathless
 heat;

No one upheld him when danger appeared,
 Nobody taught him to bear his defeat.
 Nobody grieved when he crept away,
 Wounded and ruined and writhing with shame,
 From the fair haunts to the sad outer gloom,
 Dropping, forgetting his own honored name.
 Nobody knows where the old tramp goes,
 Nobody cares how the old tramp fares.
 Nobody sighs when the old tramp dies,
 Nobody weeps where the old tramp sleeps.
 Elizabeth Ferris.

The Sunshine of Appreciation

By G. W. TUTTLE,

Pasadena, Calif.

The sunshine of appreciation! Does it fall in gentle, warming, inspiring power upon your child? Do you look for the best to prevail in the child? Do you appreciate the child's best? Are you a child-encourager or a child-discourager?

Alas that a parent should ever be a child-discourager. And yet such are some—but love should neither be veiled in frowns, nor veneered with harsh words, nor covered with the clouds of suspicion. Get the child out in the sunshine. Hope for the best, expect the best. Get the lever of appreciation under the most helpful things in that child, and lift. Never will I live long enough—unless memory is blotted out entirely—to forget some words of appreciation that my father gave me when a boy.

Voice your appreciation. O, father and mother, do not the birds sing, "Appreciate! appreciate!" in your ears? And do not sweet-toned memory bells ring in your ears to-day, and say, with insistent voices, "Appreciate! appreciate?" Why should a father and mother be dumb save as they speak words of rebuke? Mix your word-medicine for the child as you think the Great Physician would mix it—will there not be at least nine parts of appreciation to one of blame, and will it not be a healthful mixture for the child?

It is the easiest thing in the world to forget our own childhood—that is, for some people—thank the Lord, not for all, for some people

never grow old, they go hand in hand with their children again through the valley of youth. When memory fails, patience fails; and when patience flows out, impatient words flow in. Be patient with child-failings; are they not mirrors in which our own shortcomings are reflected? Are children not plants that must be tended, and watered, and cultivated that they may be fruitful in the common, homely virtues that are the foundation stones of happy homes? Far more important that your children should grow up sunny and kind and unselfish—comfortable to live with—than that they should grow up brilliant and talented, but cold and unappreciative.

When we desire the child to walk a certain pathway we should walk a little way, and smile, and say, "Come!" How unattractive seems the road when father and mother only frown, and say, "Go!" Alas for the signboard-parent, the virtue-pointer of life! Life examples are powerful long before the child knows the meaning of mathematics. The child looks at father's trail, and at mother's trail. What kind of a choice will it be if the child says "I will walk where father walks" or, "I will walk where mother walks"? Will there be sunshine and happiness and usefulness and blessing all along that old trail?—yes, and a Heaven at the end where every angel is appreciative, and the Master smiles, and says "Well done"?

Dress the Children Comfortably

By ANNE GUILBERT MAHON

"Poor children!" A lady turned to her companion, as two stiffly starched, immaculate little dolls walked primly past with their nurse. "What do they know of the real joys of childhood—poor little manikins!"

"They remind me of a little boy who used to live next door to me," she added. "We called him 'George, don't,' for his mother really never called him anything else. From the time he got up in the morning until he went to bed at night, it was nothing but, 'George, don't.' He certainly was a picture in his frilled and starched white suits, his white socks and shoes. His mother was very proud of him; but, how I did pity the poor child.

"He would stand by the front steps waiting for his father to come home while his mother

sat on the porch watching him. First it would be, 'George, don't stand on the grass, you'll stain your shoes!' Then, 'George, don't lean against that post, you'll soil your suit!' 'George, don't jump up and down, you'll fall and get dirty!' It seemed as if he couldn't even *stand* without soiling his shoes or rubbing his suit or doing something wrong. He was a pale, thin little chap, with big, wistful eyes. Often I just longed to see him in a pair of rompers, running, whooping and exercising his legs and his lungs like the other boys—like a natural child.

"He was the only child, and there was no doubt that his mother was devoted to him. She spent most of her time making him elaborate suits, laundering his clothes, keeping him dressed

like a little doll. She worked so hard, in fact, that she was worn to a shadow herself. She was always worried about keeping him immaculate, and her voice always had that impatient, irritable tone which shows a woman is working beyond her strength.

"But, across the street lived another woman with a little boy the same age. She is a much wealthier woman than the mother of little 'George, don't.' Her small boy has a number of really handsome suits which he wears on Sunday or on festive occasions, but for everyday wear she has made for him each season a dozen pairs of seersucker rompers—neat and plain. In these he lives the greater part of the day. They have a summer home in a fashionable suburb and entertain extensively, but all day long that boy is allowed to run and play, to make as much noise, to enjoy himself as every healthy boy should, clad in the plain seersucker rompers, with short tan stockings and sandals—free and comfortable. When one pair of rompers is soiled, a fresh pair is put on, but no restrictions are laid down and the boy is never tormented by that phrase, 'Be careful of your clothes!' He is strong, healthy and happy, the greatest contrast to poor little 'George, don't.'"

Especially in summer should children be dressed comfortably, even if it means the sacrifice of some of the mother's pride. We grown-ups know how uncomfortable and how much warmer we feel in stiff, starched garments. How much more must such clothing chafe and fret a healthy, active child, who must romp and play and "get himself dirty" if he is a normal child and not a little old man? The difference in health and happiness between the dressed-up child, continually on the lookout lest he tear or soil his clothes, and the one who is free to run around in loose, plain, comfortable clothing, of which he does not have to be painfully aware, cannot be estimated.

Even the little girls of up-to-date mothers

are now dressed more for health and comfort than looks—at least during the play hours of the day. The plain little wash dresses with bloomers, rather than several stiff, frilly petticoats, are far more comfortable and healthful for the child, and they save an astonishing amount of labor for the mother, too.

Many mothers make or buy for their little lads several of the stout, khaki suits, as well as rompers for summer. In these soldier, Indian and cowboy suits the boys (and the girls as well) are free to run and climb trees and fences and be as wild as all healthy children should be, with no torturing fear of soiling or tearing their clothes.

For afternoon wear, stout natural-colored linen suits and dresses look trim and neat but they are not as perishable and do not show every spot as the white ones do. Little lads and lasses look very stylish in the linen suits and dresses, with brown stockings and shoes. White stockings and small boys are a combination which do not seem compatible, and which entail real misery on both mother and child in their endeavors to keep them spotless—and white stockings which are not spotless are unspeakable. Tan hose and shoes look very trim with the linen suits and they are much more serviceable.

Health and comfort first for the child, then appearance, should be the mother's motto, if she wishes them to be strong, healthy and happy, and this they cannot be if they are continually dressed up like dolls, and made, like poor little "George, don't," miserable over their clothes.

Let them have the child's birthright—freedom to romp and play, to grow, to make mud pies and "get dirty." Let their clothes be such as will admit of these privileges, reserving the elaborate ones—if they must have these—for only special occasions and not allowing them to be sources of daily torment.

Building up Our National Physique

Military statistics have revealed national physical deficiencies toward which we Americans, as a people, can no longer be indifferent. During 1917, nearly a third of the country's best manhood, examined under the Selective Service Law, was rejected on account of physical unsoundness. Many of the men who were first accepted and sent to the training camps were later rejected for physical reasons, and the further weeding out when the nervous and mental tests were given brought the total of rejects up to fully forty per cent. We have yet to know the results of the examinations in the thirty-one to forty-five class, but experts have voiced the opinion that it will range up-

ward of sixty per cent. The percentage of rejects among the candidates for the S. A. T. C. reached twenty-five per cent.

The testimony of the physical examinations among school children in certain states, and that of the Life Extension Institute in regard to men and women of all ages, classes and conditions, add their story of physical unfitness to the military findings; and health statistics show tuberculosis, heart disease, arterial diseases, nervous collapses and insanity to have increased during the last ten years.

We are forced to conclude that in our haste to get wealth and power we have lost sight not only of those things which make for a better

life, but even of those things which make for the perpetuation of life itself. It is reassuring to know that experts have been seeking remedies for the condition, and that students of human life have been steadily and patiently working out methods of getting at the causes. According to Dr. Eugene L. Fisk, of the Life Extension Institute, sixty per cent. of the whole condition revealed by military statistics is preventable, being due to poor general physical condition remediable by proper nutrition, physical training and personal hygiene, to defective eyes and bad mouth conditions, and to neglected surgery.

The whole matter comes back to the crying need for some system of compulsory physical education for our children of school age. The only rational way to have this is to build it into and make it an integral part of our school system. Charles W. Eliot, president emeritus of Harvard University, said recently in writing on this subject:

"To secure for every child in the country a complete course of physical training is a great national object for war times and peace times alike, and such a course should be planned and enforced by national authorities; and part of the expense of the course should be borne by the National Government. The Swiss Federal Council prescribes the program of physical training for every school in Switzerland, and appoints and pays the national inspectors who see that this program is carried out. The Federation also makes a small contribution to the cost of this training throughout the Republic. The war with Germany has already taught us that the United States should henceforth and at once do the same thing in aid of the much larger expenditures of the states and the municipalities on the same all-important subject, and should make sure that the training is actually given. When a proper course of training has been in operation all over the United States for ten years the productiveness of the national industries will show a great increase, the number of children in the average family will also increase, and there will not be so many stooping, crooked, stunted, slouching, awkward people in the streets and factories as there are now."

Only lately some of our leading educators and prominent national figures have turned their attention toward hastening that day. The Playground and Recreation Association of America at the request of the National Committee on Physical Education, has established a national Physical Education Service, with the aim of disseminating through the various states the best thought of leaders in this field; of stimulating the necessary state legislation for compulsory physical education; and of rendering every possible assistance to the states in planning and securing such legislation. Seven states have already enacted such laws within the last two years (New York, New Jersey, Nevada, Rhode Island, California, Mary-

land and Delaware), and in many other states the matter has been brought up before the legislatures.

France has profited by the revelations of physical inefficiency made by the war and has started a movement which is resulting in a reorganization of the whole educational system so as to include compulsory training and athletics. England has already passed such laws, effective for all children of school age (six to eighteen) with special provision for physical examination and treatment. The Minister of Education declares that never again shall it be said that the physical welfare of the country's youth is given consideration only for the terrible uses of war. Special provision is made, under the new law, for physical training for mental and physical defectives, and for children attending nursery schools. New systems of swimming pools and baths are also to be provided under it at the discretion of local educators.

Interesting points in the new French legislation are: the institution of outdoor schools and colonies for physically defective children; a complete reorganization of school medical inspection systems; and (a point which will be suggestive to both parents and teachers in this country), the simplification of school programs "which are frightfully overloaded and tend to destroy energy." Even the unthinking general public has come to realize vaguely that such a simplification would not be amiss in this country, and it may come without great delay. Dr. Willard Small, of the Bureau of Education, said recently, "In education we may soon come to recognize that physical and spiritual and moral efficiency, which come with true development of physical powers, has more importance than grammar or any other study. Before we get through with this, we may have to turn some of our values upside down."

"Obviously," the people back of the Physical Education Service admit, "no system of education however broadly conceived can, single-handed, make our youth physically, morally, and socially fit for the duties of citizenship and the full joy of wholesome living. Good housing, good food, and sane regulation of juvenile labor are equally necessary, but an adequate and effective system of physical education will surely stimulate the development of these other agencies."

What systematic physical training will do has been demonstrated in every training camp, from which delicate, pallid youths have emerged at the end of a few months, robust, sinewy, with exuberant spirits, iron endurance and a new zest for life. These things should be a natural heritage, and when the states have provided as a part of every child's training sufficient physical activity to ensure development of strength, endurance, agility, and the moral and social qualities of courage, self-control

and initiative, we will have a youth as full-lived and efficient as was our victorious army. That each state's legislation should be sufficiently comprehensive in its scope to ensure this, is an especial concern of the new Physical Education Service. Individual physical examinations at sufficiently close intervals to ensure an accurate record of the child's development are almost as essential as the training itself. Provision for the correction of deficient bodily conditions that impair health and development is also considered expedient.

Not so long ago, Theodore Roosevelt, who

was honorary president of the Playground and Recreation Association of America, said: "I hope that soon all our public schools will provide in connection with the school buildings and during school hours the place and time for the recreation as well as the study of the children—for it is the natural right of every child to have the recreation which shall enable him properly to attain the high purpose for which he was created." And we cannot but feel now that one of the most valuable movements that has grown out of the war is that which is going to speed the realization of his hope.

The Sad Inefficiency and Failure of Parents

If the causes of all the social evils that beset us could be identified and catalogued it would undoubtedly be found that inefficient motherhood is the most prolific. And next in the scale would probably be inefficient fatherhood. Most of the charitable and correctional work that society is engaged in is in reality an effort to retrieve the ignorance or the negligence of parents. Our hospitals, our schools for defectives, the diseased, the blind, the deaf and the dumb, and even our penal institutions, bear testimony in varying degrees to the failure of parents to give proper care for the bodies, minds and souls of their children at what is, in any true conception, the most critical period of their lives.

The popular assumption that ignorant and neglectful parenthood is to be found almost entirely among the poor is decidedly erroneous, and it is flattering to many of those who join in making it. The well-to-do who imagine that a hired service makes amends for their own neglect delude themselves. The father and the mother can find no substitute for the service they owe to their child, and the best expedient they can resort to to relieve themselves of this duty will leave its mark in some physical, mental or spiritual defect in the child. The adage that the tree will grow as the twig is inclined is one of the eternal verities, and the time for inclining the twig is during the age of

a child when its life must be in the home. There is the really effective training school, and as its powerful forces are used or neglected will be the child's chance of escaping those more rigorous training institutions which exist under names of varying ugliness.

The two evils to be combated are ignorance and indifference. There are parents who try but fail out of ignorance, and there are parents who know but fail out of indifference. The first named of these evils is the most easily combated. It is vastly more difficult to quicken a deadened sense of duty to win an acceptance of knowledge among those who are sensible of their duty. Both works should be undertaken by the Mothers' Clubs and other organizations which devote their energies to this work of enlightened social self-interest; but perhaps that which has to do with the spread of knowledge concerning the preparation for motherhood and in the discharge of the momentous duties which it imposes ought to take precedence. Formidable difficulties will be encountered if any genuinely practical headway is made, but they ought to get the necessary courage to surmount them from the reflection that the work which they do to help the children of other mothers must make for the betterment of a time when their own will be men and women.

—Dallas News.

New Books

Bulletin 23, Home Economics Series No. 1. *Clothing for the Family.* Issued by the Federal Board for Vocational Education, Washington, D. C. Government Printing Office.

Every woman should have the information contained in this bulletin. Every kind of stitch, use of patterns, making budgets for family clothing, economy in remodelling, how to make hat frames and trim hats are given. Illustrations make it easy to follow direction. Sent free.

The Winston Simplified Dictionary. Illustrated. Edited by William D. Lewis, Principal Wm. Penn High School, and Edgar A. Singer, Ph.D., University of Penn. The John C. Winston Co., Publishers, Philadelphia and Chicago.

This dictionary includes all words in common use defined so they can be easily understood.

A Better Appreciation of Cultural Values

By NATHAN C. SCHAEFFER,

For 20 Years State Superintendent of Public Instruction, in Pennsylvania

In times of war the term which is upon the lips of everybody is the word "efficiency." If efficiency is stressed exclusively in our school systems, we land in what the Germans call *Kultur*, which is an educational product very different from culture. *Kultur* aims to fit the individual for some type of useful service to the state. It does not inquire whether the service will enable the individual to make the most of his God-given powers and possibilities. It degrades the individual into a mere means to an end, the end being outside of his immortal nature. Culture, on the other hand, seeks to make the most of the individual and places the aim of his education in the harmonious development of all his faculties and possibilities. One claim which a human being has upon immortality is found in the fact that no life on this earth suffices to develop all the capabilities of which every personality feels itself possessed. Culture emphasizes the things of the mind and the higher life. It seeks to beget the ability to enjoy the true, the beautiful, and the good, wherever these may be found. It consists in the ability to think the best thoughts of the best men, as these are enshrined in literature. Culture does not neglect nor overlook the personal relations. That which makes life worth living is not found in science and literature, important as these are in the progress of humanity. That which makes life worth living is found in the personal relations which a human being sustains to his fellows and to his God, in love of kindred and friends, in love of home and country, in love of truth and of God. It is these things that are likely to be ignored in time of war. "When Mars rages, the humanities do not flourish." Heroic virtues are developed during periods of national struggle. Optimistic views of life characterize the literature

evolved during periods of stress and war, but if the things of the mind and the higher life are not cherished by the soldier and the sailor, the virtues of human nature gradually choke the virtues and leave the individual poorer than before.

Some time ago a naval officer gave me a new point of view. He said: "After you have trained a soldier down to the point where he will run a bayonet into a human being, you must expect him to do some other things which you do not like." The culture of the benevolent affections is difficult in time of war. Never having been a soldier, I cannot speak from experience concerning the emotions which are stirred by battle. The ruthless cruelty of the foe must beget hatred and loathing. The Red Cross begets different emotions while ministering to suffering allies and enemies, regardless of race, creed, color, or nationality. The activities of the Red Cross remind one of the difference in the law of love under the old and the new dispensation. In the Old Testament the measure of brotherly love was, "Love thy neighbor as thyself." But the author of the new dispensation sets a higher standard. "Greater love hath no man than this, that a man lay down his life for his friends."

Is this not exemplified over and over again in the sacrifices upon the field of battle? He was willing to die that others might attain everlasting life. That is the spirit of the Red Cross and of the Christian soldier. In the trenches and upon the high seas our boys have offered up their lives for others. The contemplation of such service and struggle and sacrifice should assist not merely in the culture of the heroic emotions but also in the cultivation of the noblest virtues and affections which can find lodgment in the heart of man.

Twelve Programs for Parent-Teacher Associations

In the February CHILD-WELFARE MAGAZINE twelve symposium programs for Parent-Teacher Associations were listed as follows: (1) How to Build Up a Successful Parent-Teacher Association; (2) The Relation of the Parent-Teacher Association to the Community; (3) What Work and Play Do for Children; (4) Teaching Thrift; (5) Standards for Home and School; (6) Obedience and Punishment; (7) Patriotism; (8) Children's Companionships; (9) Amusement and Adventure; (10) Honesty and Truthfulness;

(11) Review of the Year's Work; (12) Social Meeting.

In sending for a program, please notice that they are sent out *only one at a time*; that they are for the use of associations in *membership with the Congress*; that they are not for sale but are *sent free* (except for postage) *by the Congress* to its associations in membership.

Suggestions for improving any or all of the short papers which make up each program are asked from all who use them. As soon as,

through these suggestions, they have apparently reached their full possibility of usefulness one set will be sent to each state president to be copied if so desired, and used in her state: the only stipulation being that they shall continue to be sent free, except for postage.

If the Parent-Teacher Associations will co-operate in the way indicated it should be possible to give over the twelve programs for state use by next September. Another set may then be prepared for the same end. Your chairman feels deeply these two things: First, that nothing will so surely help the states in securing Parent-Teacher Association memberships as the

ability to provide them readily with programs suitable to their line of work; second, that nothing will so develop the individual strength of each association as the distribution of effort among its members.

The symposium form is good for discussion (of which we have all too little in our meetings) it is good for the timid, and it is even good for the lazy. The only question is, are these programs as good as we can make them? and in that we ask your cooperation.

(MRS.) CORA C. BRIGHT,
Chairman Parent-Teacher Dept., 6515 Har-
vard Ave., Chicago.

Promoting Intelligent Motherhood

"What school of learning or of moral endeavor depends on the teacher more than the home upon the mother?"—Donald G. Mitchell.

During the past months this department has furnished to leaders of the Parent-Teacher Association work suggestive programs along a consecutive line of child-hygiene study.

The first papers covered governmental aspects of child-saving work, both national and state, especially as pertaining to and effecting conditions learned or resulting from the ravages of war. The Children's Year as emphasized by the Children's Bureau has received earnest coöperation among our workers. The committees of Child Conservation of the Council of National Defense in some states have done most effective work. Parent-Teacher Associations and their leaders have been in many instances the avenues through which new work has been inaugurated and old work extended. This organization is in a position to carry on the educational work in the home and with the parent because of the very nature of its organization. The chief factor is the customary meeting place for instruction—the school house—this is a common ground for all classes, creeds and nationalities. Just as our children meet there on at least a theoretical equal footing for educational purposes, so the parent will respond, especially with the child as the interesting factor. The Parent-Teacher Association began Americanizing the alien family some twenty years ago and there is no organization better equipped to go on with the work as outlined by educators, if they live up to the aims and purposes of the great organization. All public health nursing organizations are recognizing that upon the Americanization of the foreign mother and father in methods and standards of living for their families, depends the success of improving the health conditions of a community and the salvage of the child life for future intelligent citizenship.

Previous articles have offered programs for instruction to the prospective mother, to the mother on the care of the baby, and the care of the child of pre-school age. Let us now assume that the child has started for school at the age of six years and plan a program for mothers who are interested in that age.

PROGRAM

Business.

Music or playlet given by children of fourth or fifth grades.

Address or Readings. The First School Years; Food, Clothing, Personal Habits, Work, Recreation, Rest; Moral training, Disease tendencies.

If a speaker cannot be obtained who can cover these points effectively an instructive and inspiring meeting can be arranged by assigning five minutes each to several members to bring in something on each sub-topic. A meeting of this nature often creates discussion most helpful as well as developing the ability of individual members. For card or blackboard use, print the following quotation:

"IN REARING A CHILD THINK OF ITS OLD AGE."—Joubert.

Out of this meeting can grow agitation in favor of securing a school nurse, a dental clinic or the school lunch. Many persons have asked for the specific duties of a school nurse. The following data arranged for a small town in Massachusetts by a State district supervising nurse for child conservation is most comprehensive.

DUTIES IN THE HOME

1. To explain to parents the nature of the defects found in the physical examination, the necessity of having them treated and possible means of having them treated—in many cases this necessitates frequent visits.

2. Taking children to clinics and specialists, where there is no member of the family available to take the child.
3. Giving practical demonstrations in the home of required treatments to teach the whole family practical hygiene.
4. Social Work in the home through coöperation with the Visiting Nurse Association, Dispensaries, Relief Agencies, Board of Health, City Almoner, Employment Bureau, etc.
5. To visit excluded cases that do not return at the appointed time.
6. To assist in discovering truancy.

DUTIES IN SCHOOL

1. Assisting physicians in examination of children.
2. Keeping records of results of examinations.
3. Making routine examination of children to detect those cases which should be referred to the school physician or excluded as being suspicious of contagion.
4. First Aid treatment in emergency cases, removing splinters, bandaging wounds, caring for cases of fainting or convulsions.
5. Reinspection of excluded children before they again enter school (the medical inspection very often delegates this to the nurse).
6. Supervision of children in open air schools.
 - a. Bathing children before each monthly examination.
 - b. Weighing children.
 - c. Supervision of lunches and clothing.
7. Teaching hygiene in school rooms. If this branch of study is not taught by the director of physical education or some other instructor.

8. Inspection of sanitary conditions of washing facilities and toilets.

ADVANTAGES

Development of hygienic habits in school, the yearly physical examination, the instruction in the necessity of caring for the teeth, having windows open at night, washing hands before eating, repeated nine years must have an impression that will last through life.

The discovery of defects and diseases is of little value if the only result is recording the fact and excluding the child from school. The nurse supplies the motive force which makes medical inspection effective.

Until 1908 New York City relied upon postal cards sent to parents of defective children and was able to secure in action in only 6 per cent. of these cases where treatment was recommended. After nurses were employed 86 per cent. defects were treated.

Exclusions in New York City have been, through employment of nurses, reduced to one thirtieth of their former proportions. In Boston, previous to 1908 before nurses were employed, 14 were the average cases discovered by the physicians annually. In 1908, 1,000 cases due to the nurse seeing to all the children not only those referred by the teachers.

The result of the examination for the first draft when such a large number were physically unfit for service from disabilities due to lack of treatment for nose, throat, and eye defects, flat foot and defective teeth, when of school age has made all realize the necessity for medical inspection in schools combined with the follow-up work in the home.

STATE NEWS

ALABAMA

Mothers' Self-Culture Circle, Greenville, Ala.

It was through the Mothers' Circle of Fulton that the Red Cross Chapter here was first organized. Since then our members have responded loyally to every call, having made four hundred pieces for Red Cross, helped in illiteracy fund, subscribed liberally to Liberty Bonds and War Savings Stamps, and, through a sale of sandwiches, coffee, etc., made \$48.85, which was donated to U. W. W. fund.

We have felt that child-welfare should not be neglected during the war, indeed that it was more important than in peace time.

Programs on child-welfare, food, conservation and education have been given from time to time, always interspersed with patriotic selections.

Under the efficient leadership of our president,

Mrs. R. C. Searcy, the Mothers' Circle of Greenville, Ala., has increased its membership this year and we now have thirty-three active members.

The effort of the club throughout the entire year has been to give an uplift to the town of Greenville and its community, to assist the city authorities and physicians in promoting the general health of the people, especially the school children, to coöperate in eradicating the causes and condition that make contagious diseases, and to assist them in compelling diseased children to remain at home a safe period, in order that the contagious diseases may be checked.

Our motto is "Let us live with the Children," and our flower the carnation (white).

The establishment of a clinic, with a community nurse in attendance, has been assured the county of Butler, and the place to be located at Greenville, the county seat; as soon as a

competent nurse, who is also a chemist, can be secured, the work will go right ahead. The Mothers' Club has assured the physicians of the town of their support in this splendid and much-needed work, and expect to cooperate with them. Other Mothers' Club in the county have also pledged their loyalty to this work (through the Mothers' Club of Greenville).

At the beginning of our year every member of the Circle signed the Hoover Pledge to conserve food. Even though the war ceased, the necessity of food conservation was very important, in order that the starving nations of Europe might be benefited.

Dr. Blasingale of Montgomery came to Greenville to lecture in the interest of public health from an educational standpoint, and showed the important reasons why our children should have the best of health.

The third week in April has been set aside for Clean-up week, and at that time the Child-Welfare Committee are planning a "Fly Campaign." Fly traps will be used. Prizes will be awarded. The committee has assured the mayor of the town their assistance.

The Club has assisted the city authorities in distributing health cards issued by the state, to the end of bringing up the standard of health of all the children.

A parent-teacher association in addition to the Mothers' Club has been planned, in order that the teachers may have cooperation with the mothers of the town in their work. A meeting has been planned and the teachers invited to meet with the mothers and formulate plans.

We have found that the question box at each meeting has been a very great help to the members present at the Mothers' Club. Each member present is asked to bring a question to the Club written on a paper, no name signed, and the question is put into a box. After all business and program is over—it is the last to be taken up—one question at a time discussed thoroughly from all views and sides, and much help is realized.

The Club has done a wonderful and successful work in the canteen service in connection with the Red Cross. Committees were selected from the Club to assist the Red Cross and to call on them willingly.

The Club has contributed \$2.00 to the State Child-Welfare Fund and \$2.00 to the Memorial Soldiers' Home in Washington, D. C.

Montgomery (Alabama) Report

The Mothers' Circle entertained the convalescent soldiers at the Base Hospital of Camp Sheridan with a Valentine Party in February. This "Circle" was the first to inaugurate these entertainments for the convalescent soldiers at the camp. Other clubs have followed the suggestion; the three Mothers' Circles taking each Thursday in rotation.

The United Mothers' Circle is taking as its special work providing for needy school children for this year. They have already provided clothing and books for twelve children and put them in school.

CALIFORNIA

At a meeting of First District California Congress of Mothers and Parent-Teacher Associations, were set forth some of the aims of the Juvenile court Committee of the Parent-Teacher Association as follows: 1. Interpret the work of the Court to the community by being able to give correct information as to the purposes and aims of the Court.

2. Scholarship Fund.

3. A loan fund to provide temporary aid for wards.

4. To provide suitable homes for wards, in private families.

5. A committee to visit the court each week.

6. A committee to visit Juvenile Hall once each week to plan and supervise sewing.

7. A committee to provide clothing, fruit, etc., for wards.

8. A committee of voluntary workers in each community to take charge of children until case can be settled and filed upon, and to do follow-up work.

9. A committee to plan for leisure hours of wards who are working.

Kindergarten.—Miss Brown reported that new buildings are needed where children of the ages 4, 5, 6, 7 may be housed together with their own principal and the natural child activities should continue.

Glendale.—Mrs. Barton spoke of increased interest and attendance, the evening meetings being designated as Fathers' Night. All the associations are endorsing and furthering a project for a "Memorial Civic Center" and are supporters of the Community Sings and urge members to vote at the school elections.

Los Angeles.—Mrs. Gray reported regular meetings held, great interest shown. Large membership drive, egg shower netting 18 dozen for Ann St., a toy shower for day nurseries, and plans for establishing a Parent-Teacher Association cottage for helping and Americanizing of foreign women.

Los Nietos Valley.—Mrs. Galzier reported \$17.55 raised towards the Scholarship fund and the Congress of Mothers. Had sent 46 garments and ½ case eggs to Dr. Wilde's office, also 35 garments placed at Norwalk and are making a layette to be sent to the Florence Crittenden Home.

Monrovia.—Mrs. Fleming said that one of the associations is to have a meeting for the Spanish people. The Wildrose Sewing Circle meets every week to sew. At their federation meeting Dr. Russell spoke on Legislation and Education. The membership drive is on. The penny lunch was financed during February by Girls League

of High School, the Home Dairy giving two gallons per day. During February 415 were fed.

Pasadena reported great interest in the membership drive.

South Pasadena held their annual meeting, which was addressed by Dr. Wilde. One association had held their annual luncheon for teachers and mothers with a round-table discussion on "Lessons learned from the War, from the point of view of the home." The association is making it possible for a high-school girl to continue in school. Another association held a profitable meeting with the supervisor of school gardens as speaker.

The meeting of the annual Convention Committee was held in the Broadway Department Store, Los Angeles, April 24 and 25.

COLORADO

Colorado Branch of National Congress of Mothers and Parent-Teacher Associations held its Eighth Child Welfare Conference in Denver, Colorado, Albany Hotel, April 8, 9, 10, 11, 1919.

Denver County acted as hostess, furnishing room and breakfast to each visiting delegate for the period of the convention.

Discussion Luncheons, and Speakers' Banquets were features of the program. An auto ride Friday afternoon through Denver, with supper at the new Washington Park Community Church.

Dr. William A. McKeever and Miss Florence Ward, of Washington, D. C., were among the speakers.

IDAHO

Idaho reports three new Parent-Teacher Associations, one in Boise, one in Eagle and one in Barber.

The Idaho state officers extend a cordial invitation to delegates from western states to stop in Boise and give them the benefit of the National Convention. Mrs. E. J. Payne, 521 S. 13th St., Boise, will be glad to hear from any who can arrange to visit Boise.

INDIANA

An enthusiastic Parent-Teacher Association with 100 members was organized among the Swiss in Berne, Adams County, in March. In Russiaville a parent-teacher association with 50 members was organized. Mrs. Orme reports 50 organizations now members of Indiana Congress and more eagerly asking her to organize them.

LOUISIANA

The New Orleans Branch National Congress of Mothers has been organized and reports 225 members. Mrs. Edward A. Fowler is president, Mrs. D. Emmett McInnis corresponding secretary, Mrs. Edward Berthetson treasurer.

It is the purpose of the New Orleans women to extend the membership into the state, for they are eager to have Louisiana join the group of organized state branches of National Congress of Mothers. Owing to some local conditions the organization is founded independent of the schools.

MASSACHUSETTS

Shepard School Parent-Teacher Association West Lynn, Mass.

We planned to make the April meeting a school evening. Seven groups of pupils, each group directed by a different teacher, gave interesting ten-minute recitations in arithmetic, geography, history, language, reading, dramatization and folk dancing. About 60 selected children of grades 1, 2, 5 and 6 participated and an extra fine opportunity of seeing real school work done by the children was given to parents. In the seven years our Association has been organized, we have never tried any such school feature as this. Parents were interested to observe the variety of the work and the pleasing manner in which teachers handle their respective groups.

At the March meeting on a rainy night there were 300 people present which was the largest attendance we've ever had at a parent-teacher association meeting.

The excellent cakes, so generously given by thirty kind and helpful mothers, were delicious specimens of their culinary art.

Community singing and other music of the special type were enjoyed. An opportunity to confer with the child's teacher was also given. Working together for the lasting good of our boys and girls is sure to produce pleasing results.

Legislation

A special commission appointed in June, 1918, by a legislative act "to investigate the Educational Systems of the commonwealth" has handed in a very full and important report numbered Senate 330. Its keynote is equalization of educational opportunities. It deals with raising the school age, compulsory continuation schools, physical education, salaries of teachers, a general school fund to assist towns having low valuation per pupil, a reorganization of the board of education and many other important educational centers. The board of managers, of the Massachusetts Parent-Teacher Association, at its April meeting, discussed and endorsed the general recommendations of the committee and will ask its Massachusetts legislators to support the bills proposed to carry out these recommendations, in order that Massachusetts may not continue to lag behind other States in Education.

New England Council

A new idea of great possibilities was born in Worcester very recently at the house of Mrs.

Milton P. Higgins, state president. Mrs. Higgins invited the presidents of the state organizations in New England to a conference. It was then that the idea of a New England council was formed. The plan up to date calls for a meeting once a year in Boston, probably in January, of the president and three members of each state organization in New England, for the purpose of stimulating and extending parent-teacher work and of making it a bigger force in this part of the country than it has been. The initial meeting of this council, which will determine a tentative program, will be had in Boston on June 7th. The combined ideas of twenty-four people who come from different localities and who are familiar with different phases of parent-teacher work ought to result in giving a decided impetus to New England associations.

An Example in Membership

The question is often asked: How can we increase the membership of local associations? This is the way one city answers for three of its associations: By reason of very bad luck Gloucester held no meetings this year in ward VI until March 6. Then it decided to move and to move quickly. By consent of the school board the school children were allowed to get memberships and dues. Teachers were interested and a reward was promised to the room that brought in the largest number of names in proportion to the number of pupils in the room. Each pupil was furnished printed slips reading: "A contest is on for membership in the Ward Six Parent-Teacher Association. You are cordially invited to become a member. Just give the fee of \$.25 and your name and address to the pupil who calls upon you, and you will be helping the child, the school and the Association. [Space for name and address.] Credit to go to _____Teacher."

Then the rivalry and the fun began. Three schools, including seventeen rooms and 529 pupils, ran a race for a week. The Riggs, the Maplewood and Stone Court all did wonderful work. The award went to Miss Powers' room at Stone Court School, where 37 first- and second-grade children gained 76 memberships. The sum total of members in ward six is now 417 in comparison with 134 last year. Six rooms ranked 100 per cent. and over.

Let the example of the breezy old town of Gloucester stimulate us to go her one better if possible.

MISSOURI

Summary of War Work of St. Louis and St. Louis County Council Mothers' Circles and Parent-Teacher Association

The Council was ready to assist whenever the call came from our government to do its share in helping win the war; now since peace is de-

clared and our first duty is over, we are ready for the next most important one—that of rebuilding our nation. A very interesting statement made by Dr. Shaw during the Suffrage convention the other day apropos of this was: "The women should be ready to do constructive work rather than reconstructive; there was not much we could reconstruct."

The members supported earnestly and enthusiastically the Food Conservation campaign, in 1917. The president spoke before groups of mothers and other organizations in schools, parks, etc., explaining to them the significance of the vital work. They were urged to sign the Hoover Pledge as also the Registration card. Many signatures were obtained from mothers pledging themselves to keep the home intact, to do all they could for the welfare of the child no matter what the conditions were which called for service outside. In July, 1917, the president wrote to Dr. Anna Shaw, calling her attention to an omission on the first registration card of what she thought vital activities in which thousands of women were active, not only during war time but in peace as well, namely keeping the home intact, care of children, etc. Dr. Shaw's answer in part was: "We fully appreciate your efforts in behalf of the mother and child in the home, and the committee wishes in every way to second your efforts in arranging a new registration card for women. We are trying to make a classification which will allow the women to register the activities they are carrying on inside the home. You are quite right in thinking that the whole Committee stands with Dr. Shaw in its determination that the inner standards of national welfare must be preserved. We hope you will especially urge the guarding of child life in every way in the home, in the school, in recreation and in moral education. If juvenile protective associations are necessary, see that they are formed, but it seems to me that your organization is well fitted to carry out any such program." Encouraged and strengthened by such eminent authorities as these, the president aimed to reach many mothers in the city as well as in the state, urging them to sign for those activities in which they could best serve their country. As a result many joined classes in Food Conservation, etc. Mrs. Anthony Ittner, our home economics chairman has been carrying on this work ever since. Last fall she was appointed as home demonstration agent by the U. S. Department of Agriculture and the extension department of our state university, and as such has extended the work. The subjects considered are Food Conservation, Feeding of the Child and Child Welfare. Through this committee the Council has secured the cooperation of our superintendent of schools, and under the direction of the hygiene department of the schools will begin systematic weighing and measuring of school children in three of our schools. The

relation of weight to diet will be observed by child and mother. This is to be followed by lessons to mothers on the proper feeding of the growing child. If this experiment is a success, and we *know* it will be all of the schools will take it up.

Last April, President Wilson proclaimed the second year of our participation in the war as "Children's Year." During the year the people were asked to save the lives of 100,000 children. The National Congress of Mothers has been urging mothers to help cut down this terrible infant death rate; it has proved that education of mothers will reduce infant mortality 70 per cent. We believe that every year is Children's Year and call on mothers to establish a National Baby-saving Crusade. Our Council assisted with the taking of the census and will now undertake the next matter urged by the Children's Bureau, the weighing and measuring in this second Children's Year. One splendid preventive work carried on by the Council for the last 5 summers deserves mention. Dr. E. Saunders, our child specialist, suggested to our Council that in order to save the lives of the babies in the city it would be well to open the parks as sleeping places, during the hot summer months. Camps have been conducted in two of the parks, and hundreds of mothers and babies enjoyed a cool night's rest and baby's life was saved.

In September, 1917, Dr. Withers presented a plan to us by means of which worthy children asking for work permits might be kept in school. His suggestion was to raise a scholarship fund of 3.00 a week for 40 school weeks for each child. A number of scholarships have been secured. Recently the Children's Bureau has announced a "Back-to-School" drive, the object being as stated in President Wilson's own words, "that no child may have less opportunity for education because of the war." The Bureau hopes that at least one such scholarship be founded in each of the 28,000 school houses in the U. S. Our small beginning has become national in character.

We also assisted in "boosting" the two Patriotic Food Shows held in our city by attendance and helping with the program; we had charge of one afternoon at each and provided the lectures.

One activity carried on by a number of organizations which deserves mention was the relief work. In a number of schools children were obliged to stay home from school because they had no shoes nor clothes to wear. The mothers were ready to help to provide these.

I also believe that the splendid results of war work done by the schools was made possible, in part at least, by coöperation of mothers.

Another war activity in which the Council has been active is coöperating with the Y. M. C. A. hut at Jefferson Barracks. A call was issued by our national president to the necessity for mothers to give personal service in the

vicinity of every camp. That mothers might serve their country by personal interest and attention to the needs of soldiers led to the organization of the Army and Navy Camp Committee in April, 1917; our Council began activities at Jefferson Barracks, July 12, 1917; members went there every Friday evening and furnished wholesome entertainment for the boys in the hut. This was thoroughly enjoyed and appreciated by thousands of boys stationed there on their way to training camps. One boy said: "If more mothers would do this often it would be easy for a 'feller' to keep straight." This committee was in charge of Mrs. G. Held and Mrs. Heatham. These two aided by members of the Congress were untiring in their efforts for the boys and gave them all the inspiration, all the love, all the cheer possible.

When the Junior Protective Garden League was organized a number of our members were ready to assist and were active in it. This work so well started during the war is to continue. It is coöperating with Mr. Irish, director of garden work in the schools; mothers, teachers and pupils will work together in this.

Last June the council was asked to help with the Junior Red Cross Salvage collection. Members of the Council were at central headquarters on 13th and Olive every afternoon beginning June 15 to October 1, 1918.

Our members besides establishing this second line of defence were also ready to help with every committee directly connected with the war. All were active on Liberty Loans, and War Stamp Saving Drives, Red Cross, Junior Red Cross etc. Now since this terrible war is over, we are all feeling a blessed sense of relief, but a larger task is before us, that of rebuilding the world. The fundamental work in this is Child Conservation; for this the country looks to our Congress. Never before have parents had such an opportunity offered them for service. All parents, all teachers, all interested in child-welfare should coöperate and we will "put it over the top."

Here I wish to acknowledge the great loyalty and patriotism of the members; it was because of their great interest and support that the Council was able to accomplish what it did.

It was the aim of the president to have the Council aid our government in every possible way and to instill a true and lasting patriotism by having all realize fully the meaning of the war as also experience the joy that comes through work with the committees. In July, 1917, the president outlined what in her judgment should be the policy of the Council in relation to the war and called attention to a perhaps rather strenuous double duty of vigorous active war work and at the same time of holding on tenaciously to the fundamental purpose for which the Congress was founded, that of promoting the welfare of the child. We have not given up this fundamental work for war work,

but we think we have advanced our cause while giving our government all the service that lay within our power, especially when service called for was related to child welfare.

The following organizations sent in reports and lists of activities: Adams school M.C., 2; Barr Branch, M.C., 3; Blain, M.C., 4; Clinton M.C., 5; Charless M.C., 6; Dewey P.T.A., 7; Froebel M.C., 8; Cleveland High P.T.A., 9; Harrison P.T.A., 10; Home Circle, 11; Hodgen M.C., 12; Horace Mann P.T.A., 13; McKinley High P.T.A., 14; Monroe P.T.A., 15; Scruggs M.C., 16; Rose, Fanning P.T.A., 17; Shepard P.T.A., 18; Mt. Pleasant, 19; Lowell 20; Grant P.T.A.

Activities.—(1) Helping French, Polish, Belgian and Armenian children. (2) Red Cross Work. (3) Contributed to Red Cross. (4) Conserved food supply. (5) Active in Army and Navy Camp Committee. (6) Junior Protective Garden League. (7) Bought and sold Liberty Bonds. (8) Bought and sold Thrift Stamps. (9) Scholarship Fund. (10) Relief work for school children. (11) Active in baby-saving campaign. Almost 100 per cent. (12) Active in guarding of child life in every way, in home, school, and recreation and moral education. Almost 100 per cent. (13) Junior Red Cross. (14) United War Work Campaign.

NEW MEXICO

Aims of Parent-Teacher Associations

1. To secure coöperation between the home and the school, between the parent and the teacher, the school, between the parent and the teacher.
2. To teach to each some vital truth which both should know.
3. To foster the right kind of public opinion and raise the standard of home life.
4. To cut down discipline, reduce friction and double the educational efficiency of the school.
5. To make the teacher more sympathetic and the parent more appreciative.
6. To enable school administrators and parents to meet socially, making the school house a community center.
7. To make the home and school life of the child a unity.
8. To improve school conditions, increase school apparatus, and reform school sanitation.
9. To encourage child study and child welfare in home and school.

Through the meetings of the Association the parents become familiar with the aims, methods, devices and point of view of the teacher and the school officials; the teacher learns the point of view of the parent and learns much regarding life of individual pupils. Each becomes acquainted with the purposes of the other, thus avoiding misunderstandings which often exist between patrons and schools. The right relation between parent and teacher is secured,

changing criticism into coöperation. Furthermore, the social meetings create a cordial feeling between the home and the school. Also, the responsibility of certain problems which the teacher should not be required to decide are readily placed upon the parent.

The home and the school are the two great agencies in the education of the child. Their aims are identical. The home and the school share in the training of the child. Neither can work effectively without the other.

During the war great lessons of thrift and economy have been learned and must not be forgotten now. In reconstruction there is greater need than ever before that these habits be continued. And one of the obligations of the parent-teacher associations is to further the drive for thrift among the school children along the lines of gardens and other food production work and the buying of thrift stamps. Other important duties before school patrons are the Back-to-School Drive, Americanization and Child-Welfare.

Parent-Teacher Associations have proven beneficial in every school, city or rural, in which they have been incorporated. There should be established in connection with every one of our public schools a parent-teacher association. The purpose of the parent-teacher organizations is for constructive work, not for criticism or interference with administrative problems of the schools. The organization are flexible and easily adapted to the needs of a community.

New Mexico Branch Parent-Teacher Association

OFFICERS

President: Mrs. Ruth C. Miller, Department of Education, Santa Fe, N. M.

First Vice President: Mrs. T. G. Rogers, East Las Vegas, N. M.

Second Vice President: Mrs. John W. Wilson, superintendent of schools, Bernalillo County, Albuquerque, N. M.

Third Vice President: Mrs. R. A. Crawford, Grady, N. M.

Recording Secretary: Mrs. George Valliant, Albuquerque, N. M.

Corresponding Secretary: Mrs. R. P. Donahoo, Tucumcari, N. M.

Treasurer: Mrs. A. A. Woodworth, Albuquerque, N. M.

Auditor: Mrs. R. F. Asplund, Santa Fe, N. M.

Historian: Mrs. E. Pack, Tucumcari, N. M.

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Child Welfare Committee.—Mrs. J. S. Easterday, Albuquerque, N. M.

Membership Committee.—Mrs. Palmer Ketner, Gallup, N. M.

Finance and Thrift Committee.—Mrs. Hallet Reynolds, Las Vegas, N. M.

School Attendance and Juvenile Court.—Mrs. G. A. Richardson, Roswell, N. M.

Home Project Activities.—Mrs. Otero-Warren, Santa Fe, N. M.

Press and Publicity Committee.—Mrs. J. H. Wagner, Santa Fe, N. M.

Magazine Committee.—Mrs. W. E. Lindsey, Portales, N. M.

Playgrounds and Recreation.—Miss Isabel L. Eckles, Silver City, N. M.

Kindergarten Committee.—Miss Elizabeth Willy, Albuquerque, N. M.

Music Committee.—Mrs. Ralph Henderson, Santa Fe, N. M.

Child Welfare

The united effort of all Parent-Teacher Associations and Child-Welfare workers is earnestly solicited, to encourage legislation for a Department of Child Welfare cooperating with the Board of Education. Only by cooperation of parents and educators can successful work be established and carried on in the state.

Our teachers have qualified for their positions by completing the required course of study and by passing the required examinations. How have we as parents qualified for our work, the work of building a nation, the first step of which is the conservation of child life, intelligent care and safeguarding the health.

With our government reports showing a death rate of 300,000 babies annually in the United States and the report of the draft examinations, stating that one third of our American manhood between twenty-one and thirty-one was rejected because of physical defects, sixty per cent. of which were due to preventable causes in childhood which could have been remedied by proper feeding, physical training and attention to child hygiene, and with other such statistics as these available, we must confess that as parents we have not qualified for our work. The result of our findings is surely sufficient argument as to the value and necessity of educating all citizens in child hygiene and in pushing the work of health protection for all.

Child Welfare Legislation

There has been introduced in the State Legislature a bill providing for a director of Child-Welfare work and making an appropriation for carrying on this new department. Through the efforts of Mrs. Max Nordhaus as Chairman

of Child-Welfare, Woman's Committee, this bill was prepared and introduced, and much good has been accomplished for the child-welfare work.

Americanization

This war has forcibly brought to the minds of all Americans the fact that the education of the boys and girls is one of the most important measures of reconstruction. Our government realizing this need has organized a "Back-to-School Drive" which is now in progress. The Bernalillo County teachers are cooperating in this drive and have reported one hundred per cent. attendance. The teachers of Bernalillo County are emphasizing Americanization in the schools and are preparing a Washington and Lincoln program for the 21st of February to which the parents of the pupils and all those interested in the development of children are invited.

The teachers of the county are losing no opportunity to instill into the minds and hearts of all pupils patriotism and love of country and are using the birthdays of these two great Americans as illustrations.

The Parent's Beatitudes

By Henry Sabin

1. Blessed is he who helpeth the little ones; he shall have peace in his day.
2. Blessed is he who loveth little children; he shall be held in everlasting remembrance.
3. Blessed is he who possesseth faith, hope and patience; for him the rough places shall be made smooth, and the crooked places straight.
4. Blessed is he who seeth the good which is in the wayward child; he shall find his reward in the life of a noble man.
5. Blessed is he who hath brains and knoweth how to use them; he hath the elements of growth within himself, and shall impart life to his children.
6. Blessed is he who knoweth good common sense when he seeth it; his praise shall be continually in the mouth of children and parents.
7. Blessed is he who knoweth the secret paths which lead to the conscience of the child; for him the gates of peace shall swing on golden hinges, and the ending of his life shall be like the ceasing of exquisite music.

"The successful mother, the mother who does her part in rearing and training aright the boys and girls who are to be men and women of the next generation, is of greater use to the community and occupies, if she only would realize it, a more honorable, as well as a more important position than any successful man in it."—From an address by Theodore Roosevelt delivered at the First International Congress of Mothers.

Earth has not anything to show more fair than the flowers which bloom in the child-garden. Let us remember that "Just as the

twig is bent, the tree's inclined."—*Idaho Bulletin*.

News Items

A PARENT-TEACHER ASSOCIATION

What is it?

Should we organize such an association here?

TO ANSWER THESE QUESTIONS, a meeting was held at the Las Cruces high school, on Friday, February 7, at 7:30 P. M.

We had had the opportunity of observing the work of the Morehead Parent-Teacher Association in El Paso, and felt that it was highly advisable to organize a similar association here.

Besides the matter of considering the organization of such an association, we had a very pleasant time socially.

The High School authorities had prepared an entertaining program.

The Domestic Science Department provided refreshments.

At this meeting the following program was given:

Senior Glee Club

Senior Glee Club: Solo—I'll Sing Thee Songs of Araby, Mrs. Baylus Cade, Jr.; Reading—Mrs. F. M. Hayner; Address—Aims and Purposes of Parent-Teacher Associations, Mrs. Elizabeth Koger; Trio—Mrs. Troy C. Sexton, Violin, Miss Elizabeth Fountain, Violin, Mrs. W. J. Stevens, Piano; Address—Self Government in schools in relation to democracy and citizenship, Supt. D. F. R. Rice. Solo—(a) In Flanders Fields (b) Some Where-Some Time, Miss Alda O'Hara; Address—Mr. N. C. Frenger; Senior Glee Club, Dancing, Refreshments.

In addition to the above program, Mrs. Ruth C. Miller, president of the State Branch, told about the work of some of the organizations in the State. A business meeting followed. Mr. N. C. Frenger was elected President, Miss Fannie French, vice-president, Mr. D. R. R. Rice, secretary, and Mrs. W. A. Sutherland, treasurer.

February tenth, the patrons of the La Mesa school met and organized a Parent-Teacher Association.

The patrons of Tyrone recently met and perfected a Parent-Teacher organization. The following officers were elected: President, Mrs. Frank Neal; vice-president, Mrs. M. M. Hilton; recording secretary, Mrs. Muriel Boyle, corresponding secretary, Mrs. Roy L. White; treasurer, Mrs. Louis Washer.

In Roswell each school has a Parent-Teacher Association. These associations have formed a city federation. Following are the officers:—President, Mrs. Hugh A. Wagar, 309 N. Washington, Roswell. President High School Club, Mrs. O. R. Ingram, 207 W. 7th St., Roswell. President Central Club, Mrs. A. G. McEl-

hinney, 623 Richardson, Roswell. President East Side Club, Mrs. John Shaw. President Missouri Avenue Parent-Teacher Club, Mrs. W. P. Turner, Roselawn Farm. President North Hill Club, Mrs. George Mulroy, North Union St., President, Mrs. John Rhea, Cor. 5th and Lea Sts.

Last year the Parent-Teacher Associations almost doubled in number in the state. Among the activities undertaken by the patrons are the following: Aiding schools in securing special equipment, as playground equipment, home economics equipment, etc., supplies for warm lunches, and creating a sentiment in the communities for various kinds of thrift work, school and community work.

The Woman's Club of Albuquerque is maintaining a day nursery in the city. Babies are tenderly cared for at this nursery while the mothers are at work, thus giving the child the care and comforts of home life.

The Bernalillo County Board of Education has realized the necessity of cultivating the play element in children and will install on the various school grounds of the county two or more unit equipments.

In a survey of the schools in the state made by Mr. John V. Conway, assistant superintendent of public instruction, all of the county superintendents reporting stated that their schools are used as community centers. A large number of the rural schools in the state have auditoriums which are used for meetings of the patrons.

NEW JERSEY

County Council Work

Union County has the twenty-eight associations. All the organizations are doing their bit along patriotic lines, without forgetting that child-welfare is their reason for existence and the underlying principle of all their activities. Much is being done in some localities in helping clothe children who could not otherwise attend school.

One association is doing real settlement work among a large foreign population, and has also established a safe skating pond in connection with the school. School luncheons are carried on successfully in some places, seven schools in one city being served from these lunch counters.

Talks on the girl question have been given by the Y. W. C. A. secretary, talks also on proper school dress, and prizes given for the best hat, dress, etc., made by the girls.

Very practical lines of work reported were the purchasing of eye glasses for children who needed them, but whose parents were unable to provide; and supplying milk for undernourished children, as well as luncheons.

Donations to Ambulance Fund, \$846.97; to the Service Club in Washington, \$29. Several

Liberty Bonds were bought, and Thrift Stamps representing \$2,426.62.

Union County has an excellent motion picture committee. They have secured fine films for children, at special performances, and furnished chaperons from the Parent-Teacher Association. This committee is in touch with the National Board of Review. One Association reports letters being written by the pupils in the English department on "Why They Like the Movies."

Extensive work on war gardens and fine results from the canning centers.

One association remembered the National Congress birthday by selling pieces of a large birthday cake, and sending the proceeds to the National.

Camden County Council

Twenty-five associations in the county donated \$57 to the Service Club in Washington and \$344.33 to the Ambulance Fund.

Audubon, the largest in membership, having 150 on roll, is the only Association reporting the purchase of a moving picture machine. Have organized a free public library. At one most interesting meeting the teachers and parents gave three-minute talks on helpful suggestions for each other.

Sent 181 books to War Commission; also 500 glasses of jelly, 400 magazines, 152 garments to French orphans; donated to Ambulance Fund, \$30; to Service Club in Washington, \$16; subscribed \$10 to West Jersey Hospital; subscribed \$5 to Corn Growing Contest.

Camden—Jesse Starr School reports successful fathers' meetings. During the summer, each member canned an extra quart of fruit, which will be sold for the benefit of the Red Cross and Y. M. C. A. Camp.

Collingswood made child welfare the subject of the year. Gave each school \$10 to use as they thought best. Also observed parents' visiting week.

Haddonfield Friends' School reports the development of a civic league in the school.

Haddonfield Parent-Teacher Association has an attendance card placed at the door which is marked by each member when entering. Has a moving picture committee which select the pictures for Friday performances and have teachers and parents act as chaperons. They are canning fruit for the camps. Purchased playground materials and have started the thrift saving fund in the schools.

Three thousand six hundred and forty-seven dollars and thirty-one cents has been collected for Thrift Stamps. The service Committee has made two service flags and presented to Board of Education, one for in the high school, and the other on the building. Two prizes were awarded pupils whose four-minute essays in Red Cross drive were best; \$15 contributed to Service Club in Washington; \$57 to Ambulance Fund; \$5 toward prizes for Children's Home and School

Gardens. Books, fruits and jelly sent to U. S. Hospital at Cape May and to Camp Dix; also comfort kits and game boards made by girls and boys in school.

A musical reception given by the parents for teachers, the teacher being entertained at dinner in the home of the parent who acted as her hostess for the evening at the reception.

Haddon Heights Parent-Teacher Association started the local branch of the Red Cross, and gave \$10 for prizes to the graduating class and organized a Mother-Daughter Canning Club.

Credit to school for Thrift Stamps, \$801; sent 206 library books to soldiers; assisted in weighing and measuring test. Assisted Junior Red Cross, and sent 449 garments. Contributed \$10 to Ambulance Fund. Contributed \$12 to Service Club in Washington.

Laurel Springs having 100 members, organized a Mother-Daughter Canning Club which canned 2,000 quarts. Had a "Safety Fire" demonstration.

Donated \$15 to Ambulance Fund; organized a Junior Red Cross, and donated \$20 to same. Tiny trousers and aprons, with a pocket in each, to hold a penny for each inch of waist measure, made by the Association members and sent by the children to friends, brought \$50.

"War-time recipe cookies" were served at a reception and recipe sold, brought \$10, which was sent as a birthday gift to the National Congress.

Merchantville Collins Tract Association have purchased a Victrola and pictures for the schools and report increasing interest.

Merchantville Home and School League have purchased pictures, dishes, a first aid cabinet and blanket for the teachers' room. Have also organized afternoon and evening dancing classes.

Magnolia reports the purchase of shade trees to be planted around the schools. Is the only association with a savings fund well started in the schools, having already deposited \$114.

Oaklyn reports more evening sessions than any other association, having held eight. They purchased two basket balls and 100 song books for the schools.

Woodlyne reports continued growth. Have held alternate afternoon and evening meetings each month. Through the coöperation of the Board of Education have had a kitchen reserved in the basement of the new school for their use.

These reports show that the associations of the entire county are growing and developing along all lines. Parent-teacher associations are becoming an important factor in the betterment of child-welfare throughout the county.

! Cape May County Report

The Parent-Teacher Association of Sea Isle City reports saving and baling of waste paper; equipping a playground; establishing a kinder-

garten; a committee appointed of local business men to report to Association questions of civic improvement. A cup was presented to the County Council for promotion of household arts, for the best school exhibit in cooking, at County Fair.

Association of Upper Township, a free public library established, with center in Tuckahoe, having 300 books, and reading room, and 50 books each in Beesley's Point, Palermo and Seaville. Three Home Culture Clubs were formed and 34 badges and buttons given; also sewing classes were held among children, many of them sending work to the County Fair. A domestic science class was organized under direction of the County Vocational School, in the high school, and an afternoon class for mothers held the same day.

Association of Stone Harbor equipped a complete domestic science room in a new school also an emergency room opened to the public in same building; presented graduating class with gold class pins.

Association at Cape May Court House conducted a contest in household arts at the County Fair; \$150 and other prizes being given for needlework, sewing, baking and canning. The mothers of Cape May Court House have demonstrated they deem the work of home of the highest order, and that the woman who contributes toward the raising of the grade is serving humanity in its noblest aim.

NEW YORK

Binghamton

The Department of Education of Binghamton has published a beautiful pamphlet entitled "Parents' Organizations in the Binghamton Schools." The printing was done by the industrial arts department of the Binghamton Central High School and is a credit to the pupils.

Thirteen of the fifteen schools in Binghamton have Mothers Clubs and there are three Father's Clubs.

The first Mothers' Club was started as an experiment in January, 1909. The rapid growth of the work under the leadership of Mrs. W. L. Parsons has put the organization well to the front in state work.

Each club gives at least one evening a year to the entertainment of the fathers. From this has sprung the organization in three districts of Fathers' Clubs.

Special Child-Welfare Day programs and offerings have put us in touch with state and national congress work of which all the Clubs are members.

Much has been done to broaden the minds of the mothers. For three years, a committee has selected topics to be discussed in all the Clubs, which has proved of real benefit.

A permanent feature of the work at Alfred

Street School has been the giving of milk during morning recess to undernourished children and to those returning to school after illness; results are gratifying.

The calling committee covered the district to invite mothers to come to the meetings.

In this way cases of need were discovered which made necessary a sewing committee and relief work followed. The teachers reported children who had to stay at home during bad weather for lack of proper garments, and they took the responsibility of giving out garments which the mothers prepared.

Attendance was increased. Newcomers are especially sought out and invited to the meetings.

NORTH CAROLINA

A Message from Charlotte, North Carolina

In our city we have nine parent-teacher associations. These associations formed a federation last spring. We are anxious to join the national organization. At the April meeting of the federation, we should like to have a speaker from the national headquarters, if possible. We have accomplished great things already, and with the inspiration of a national affiliation, we should feel equal to attempting anything. Our work has grown very rapidly, because there was great need of it. The publicity given our work has resulted in the formation of associations in other cities and town. The federation is planning to hold their meeting the third Wednesday in April, when we hope to have a great number of parents present together with teachers and others interested in our work.

Mrs. W. N. Hult, state president, has removed from Raleigh to Candor.

PENNSYLVANIA

Within the past few weeks, the following parent-teacher associations have been organized in Pennsylvania: Geistown, Cambria Co.—Mrs. Raab, President; Indiana, Indiana Co.—Mrs. R. M. Wilson, President; West Chester, Chester Co.—Mrs. Joseph Oat, President; Coatesville, East End—Mrs. Walter Ryan, President; Coatesville, West End—Mrs. Arthur Scheidt, President; Coatesville, Primary Mothers' Circle, Mrs. Sam'l Greenwood, President; Bolivar, Westmoreland Co.—Mrs. L. P. Reese, President; South Greensburg, Westmoreland Co.; Conneautville, Crawford Co.; Sugar Grove, Warren Co.; Sugar Grove, Warren Co.; Berlin, Somerset Co.

The following associations have affiliated with the State and National Congress of Mothers recently: Clay School Parent-Teacher Association, Williamsport—Mrs. Sam'l A. Courson, President; Sugar Grove Parent-Teacher Association,—Mrs. Mary Johnson, President; Jackson School Parent-Teacher Association, Newberry—Mrs. Mary Buzzard, President; Upper Oxford,

Chester Co.—Mrs. Walter Jackson, President; Geistown Parent-Teacher Association,—Mrs. Wm. H. Raab, President; Biddle St. Center, West Chester—Mrs. Joseph Oat, President; Curtin School, Williamsport,—Miss Edith B. Schuyler, Secretary.

The State Board of the Pennsylvania Congress of Mothers and Parent-Teacher Associations at its last meeting elected Supt. L. E. McGinnis, of the Steelton Schools, Mrs. Otis Keefer, of Williamsport, Mrs. E. D. Warfield, of Chambersburg, and Mrs. O. D. Finnigan, of Coatesville, to fill vacancies on the board. These are all experienced workers in various fields of educational betterment and are valuable assets to the working force of our Congress. Another valuable acquisition is Mrs. Eugenia Benn, of Williamsport, one of the farm advisers connected with the State Board of Agriculture, who has consented to act as chairman of our Committee on Country Life and Good Roads. Her committee will be made up of representative farm women of vision and ability from various sections of the State, who will enlist the rural organizations in their own and neighboring communities in the bettering of rural school conditions through parent-teacher associations.

A valuable set of wall-charts, dealing with many phases of the physical care of children, has been purchased by the State Board for the use of the parent-teacher associations of the state. They are beautifully illustrated and make a splendid basis for a talk by a physician at local meetings. Upon receipt of one dollar—Mrs. W. E. Greenwood, of Coatesville, will forward these charts to any part of the State.

Philadelphia Branch, National Congress of Mothers

This is the card sent in 1917, October, and October, 1918 to every mother of an enlisted man in Philadelphia.—

THE MOTHERS' ARMY & NAVY CAMP COMMITTEE
OF

THE NATIONAL CONGRESS OF MOTHERS

Extend a cordial invitation to mothers
of enlisted men to meet them on Thurs-
day afternoon from three to five o'clock
at

UNITED SERVICE CLUB

207 South Twenty Second Street.

The response was immediate. A large gathering of women of all nationalities, Americanized through the fraternity of service, greeted the Philadelphia Army & Navy Camp Committee National Congress of Mothers met to welcome them. They were introduced to each other, encouraged to talk of their boys who were in camps or "over there," and interesting letters, just received, were read from some of the boys from the front. Then tea was served on little round tables in the ball room of the Club House.

A feature of the afternoon was a sightseeing tour of the Club House, when they viewed the comforts as well as many luxuries that had been put at the disposal of the boys—their boys—through the United Service Club. They were attracted by the little curtained bedrooms where mothers from a distance could come and meet their boys and spend a night, if necessary. One woman had travelled all the way from California to see her son and wish him Godspeed. They were told of the boxing matches that were held on the roof garden once a week, and their eyes lighted because "Jimmy" had been kept off the street. Such a Club does what nothing else can. It gives to the men a place of their own where they can do just as they like. A boy who was a regular at a Service Club said: "Lady, you don't know what this place means to me. I've got lots of invitations to go inside of homes but I've been away so long from my own home, that I don't feel comfortable. But this place belongs to me. It's like my own home."

The mothers had come to these meetings looking so sad, many of them with heart-break in their eyes, and the few short hours had worked a transformation. They had been comforted. "Sorrow makes the world akin" but sympathy does it better and is more constructive. With the coming of summer the weekly meetings were discontinued and monthly ones were substituted, but not before a special Memorial Day celebration had rounded up the winter's work. All mothers of enlisted and drafted men in Philadelphia were invited to a reception given by the mothers' Army & Navy Camp Committee, National Congress of Mothers at the United Service Club, where they listened to addresses, and music and tea were served.

About this time the organization which now amounted to 800 members was organized in ward branches according to the ward in which they lived! each with its own chairman, reporting at headquarters every month. They were organized as the Philadelphia Branch of the National Congress of Mother. Child-Welfare and baby-saving were considered essential war work. There were also letters to be written to the boys who had no mothers; increasing their own membership; entertaining the boys from the Navy Yard; wool work, and many other suggestive things. This work was all reported upon at the general meeting held each month at the Service Club. The three general meetings held last summer were largely attended and were full of enthusiasm.

Last winter two general meetings a month have taken the place of the weekly meetings held last year, and it is wonderful to see the enthusiasm of such a splendid body of women, and to hear the big things they are accomplishing. They canvassed the city and suburbs in an effort to raise the fund for which the National Congress of Mothers is asking to continue its national work, which is so wide in its scope,

and which also included at this time the establishing of a fund called the "Home Aid Fund," for the benefit of the child victims of the recent epidemic in our City.

That such a fund is needed is not questioned by any one familiar with the facts. One had only to look at the police records, the overcrowded shelter, and the disintegrated families. "The mortality of mothers of the child-bearing age," said Dr. Hamill, chief of the hygiene division of the State Board of Health recently, "is most alarming." It certainly remains, therefore, that the children who have been spared should be properly cared for. This the mothers of enlisted men realize strongly. Their sons gave themselves for their country, and the country, they think, should not let the child suffer from a dreadful scourge die, or be in want, for lack of civic consciousness.

The Aftermath of Disease

When the influenza epidemic was creating its terrible ravages in Philadelphia, a thousand willing hands were stretched out to aid the sufferers, and to supplement the heavily taxed facilities of hospitals and other institutions engaged in relief work. Splendid work was done in the face of an appalling emergency, by the Philadelphia Branch National Congress of Mothers.

Much work, needless to say, still remains to be done. It is, perhaps work less dramatic than that accomplished under the actual pressure of the epidemic. But it represents a need as real and as vital and as deserving of your interest and sympathy as was felt in the crisis now fortunately past.

It is impossible that a city should be swept by an epidemic, comparable in its devastating force to a plague of the Middle Ages, without suffering a terrible aftermath of sickness and poverty, desolated and disintegrated homes, for Pittsburgh and Philadelphia had the highest death rate of any cities in the country.

In many such homes the wage-earner must be inactive through a long period of convalescence; in many, the epidemic proved fatal to the wage-earner. The chance of holding together the family that remains—may of them, remember, in need of convalescent care and attention—is dependent wholly on the receipt of assistance from an outside source.

Hundreds of pitiful stories can be told of families where such suffering might have been prevented if help had been forthcoming in time. There is the case of four children left homeless by the death of both parents in the epidemic, their only relative an old grandfather whose resources consist of a small pension inadequate for their combined needs. The kindest possible thing was done: the children were referred to a charitable agency through which homes have been provided for them. But how much happi-

ness might have been caused, if the brothers and sisters and the old grandfather could have been kept together in a real home of their own.

From the recital of stories such as this came the inspiration to raise a fund for sufferers from the influenza epidemic, that, having lost much, they should not be asked to lose everything.

Home Aid Fund

The National Congress of Mothers has always had closely at heart the protection of the home and the maintenance of home surroundings for children everywhere. The appeal for the stricken and saddened homes of Philadelphia has therefore touched them very strongly.

Working in conference with Director Krusen, of the Department of Health and Charities, the Mothers determined to set aside a portion of the proceeds of their campaign, to be known as the Home Aid Fund. This fund is administered by a committee of which Dr. Krusen is chairman, the other members being a woman physician of this city and the president of the National Congress of Mothers.

It is hardly possible to imagine a cause more worthy, or a fund whose distribution is assured of such wise and helpful direction.

Over 150 people are being helped to keep the home together through the assistance of the Philadelphia Branch National Congress of Mothers and Parent-Teacher Associations. Personal interest and visits are made by the members. "Our Mother's Congress is for Service," they say, and wherever help is needed these women respond eagerly.

Not how little but how much can we do, seems to be their aim.

The eighteenth Ward Branch of the Congress made the generous donation of \$220.14 to the purchase of the National Headquarters. Mrs. Pond Cooling was the leader and the chairman of the ward.

The thirty-first Ward Branch gave \$190 to the fund for National Headquarters in Washington. Mrs. Quigley is Chairman of this ward.

These are the largest gifts from any single association and an indicative of the interest taken in the Congress of Mothers.

The United Service Club, Philadelphia

13,000 boys used the Service Club in March. Over 3,000 slept there in a single month. So greatly has the Club been appreciated by the Navy that a permanent detail of Navy men has been given.

One of the officers exclaimed: "For God's sake help the Mothers to keep this Club. It is doing so much for the men." Another officer said: "Only those who have been in the service many years, as I have, can fully appreciate all that a club like this means. Do you know that wherever we went, no opportunity ever came to meet and know the good people of the place.

Nowhere was there a welcome or a decent place to spend our leisure when off duty." Mrs. Jones Wister has secured 1,000 men and women as Associate Members of the Club.

Every afternoon hostesses serve refreshments and meet any boys who come into the hostess room.

The chairman of hostesses says: "I have never done any work of this kind that I have enjoyed so much or found so 'worth while' as developing the hostess feature for these 'boys' of ours. Some, of course, have no need of us, and these simply keep out of our room, but many drop in the middle of the afternoon and never leave us. We leave them at 9.30 P. M.! It is boys like this that we ask to our homes later and more or less "adopt." They seem to crave a home."

Two dances every week are greatly enjoyed. Sisters of enlisted men are especially welcome. Simple dress is required. No rouge or powder, no cheek to cheek dancing are allowed.

These regulations are strictly carried out, and no one who disregards them is ever invited again. A dancing class is very popular. A good teacher and girls who are good dancers are always there. For twenty-five cents a lesson any boy can learn and many avail themselves of the privilege.

The Club entertained 1,500 of the "Over Seas" men during the Philadelphia Parade of welcome. It also cared for many mothers who came to meet their boys.

Especial courtesies are being extended to men in the hospitals, of which there are many who are far away from their own homes, and who appreciate the privilege of rides in the Park and entertainments possible only through the use of automobiles.

Mothers, do you realize what all this means to 'some mothers' sons? Do you realize how good women have failed in their duty in the past?

It was a sin of omission through ignorance of the need. Let us all remember that a man who serves his country should have consideration and good treatment, not indifference or scorn. Many are youths whose whole future is influenced by the open door and the friendly hand.

TENNESSEE

Appointment of Child-Welfare Commission Requested by Joint Committee of Congress of Mothers and W. C. T. U.

Mrs. Eugene Crutcher, President Tennessee Branch National Congress of Mothers and Parent-Teacher Associations, state chairman Child Conservation of Council of National Defense, her executive secretary, Mrs. Earle H. West of Gallatin, have sent out the following resolutions to each county chairman of Child Conservation of the Council of National Defense, asking them to sign the same and return to their Representatives at once:

To the Governor and General Assembly of

the State of Tennessee:

WHEREAS, The great menace to America and Tennessee today is illiteracy, and the South leads in native-born illiteracy.

Our great State of Tennessee bears an undue proportional amount of this illiteracy.

Authentic Government reports show that about 750,000 boys between the ages of 21 and 31 in the first draft law were unable to read and write, and by analogy there must be an equal number of girls within such age unable to read and write.

The great world war has revolutionized not only political but educational institutions.

About 60 per cent of the population of the State of Tennessee depend on the rural schools for whatever training they may obtain.

The majority of rural schools in Tennessee, run for about four and a half months to five and one half months.

It is believed by educators and educational statisticians, that this condition of the rural schools is the cause of so much illiteracy in the rural population.

It is believed that the remedy is longer school terms in the rural districts of Tennessee.

WHEREAS, The Federal Government is trying to provide a remedy for illiteracy by establishing child-welfare organizations in every county in the United States, and by recommending to the various legislatures laws for longer school terms in the rural districts, therefore

Be it resolved, by the Child-Welfare organization of the County of—, Tennessee, that we petition our present General Assembly and the Governor for relief, as follows:

1. A law that will establish free schools in every county of the state for a period of not less than seven months.

2. A compulsory school law that will compel attendance.

3. A law making it compulsory for the chairman or judge of the county court to have entered on permanent record the county financial school reports and also the trustee's financial school reports for the common school fund.

Be it further resolved, that a copy of this resolution be sent our Representative in the General Assembly, and a copy sent to the Governor of the state.

A memorial was presented his excellency, Governor A. H. Roberts and the Sixty-first General Assembly of the State of Tennessee, to provide enactment for a bill to create a commission to be known as "A Child-Welfare Commission," the object of which shall be:

(1) To eliminate illiteracy.

(2) To unify and revise existing laws pertaining to child-welfare.

(3) To amend compulsory school law extending age limits and term limits in rural schools; elimination of poverty exemption and providing for attendance officers, insuring enforcement of the law.

(5) Making mandatory juvenile judges in public schools and for working children.

(4) Making mandatory juvenile judges in all counties.

(6) To provide maintenance, custody, control, protection and care of illegitimate, defective, neglected, dependent and delinquent children.

(7) To make mothers' pension law mandatory.

(8) To provide recreation.

(9) To make a careful study of child-welfare problems; to revise present statutes and to recommend to the next Legislature such new legislation as may be deemed essential for the protection and welfare of the children, upon whom rests the future of our great state.

The governor has the memorial under careful consideration.

THRIFT

Presidents and representative of parent-teacher associations of Knoxville and Knox county endorsed the state and nation-wide thrift movement and pledged the support of their organizations in this work at a meeting of parent-teacher association representatives, called at the request of Mrs. Eugene Crutcher, state chairman of parent-teacher associations. Mrs. Crutcher, who came to Knoxville to attend the meeting of the household budget committee of the state war saving organization, asked that an opportunity be given for Mrs. John R. Aust, state director of women's war savings organizations, to present the plans for the thrift campaign of this year to representatives of parent-teachers' associations of the city and county.

Mrs. Aust made an appeal for the coöperation of these organizations in this campaign to make people understand the necessity and benefit of saving. "Thrift is not doing without," said Mrs. Aust, "it is spending wisely. Thrift stamps have come to stay. There will be no drives this year in our thrift campaign; we want to lay the foundation for continuous, consistent, systematic saving."

"The war savings campaign of this year is on a different basis from that of last year," said Sam Harbison, field representative of the state war savings organization, addressing the meeting. "Instead of urging people to support the war we must endeavor to teach thrift and economy to all the people. There is no better avenue to all the homes than through the schools, and parent-teacher associations can be of the greatest assistance in coöperating with the teachers and children in carrying out the thrift movement. If we can teach children the worth of a nickle we will have a thrifty nation after a few years because as men and women they will know the value of dollars. Let people decide how they shall make their savings, we want to make them realize the necessity for economy."

"Go to the grandmothers and ask how to save," is the advice of Mrs. Gibson Patterson,

vice-director of women's organization. "They learned the lesson of thrift long ago because they were forced to, but if we will talk to them we can share the benefit of their experience."

TEXAS

Texas week was observed at the National Headquarters of the Congress of Mothers in Washington, April 5 and 6. Mrs. William E. Hawkins, of Austin, Texas, was delegated by Mrs. E. A. Walters, state president, to act as hostess. Cards of invitation were engraved and sent to all Texas boys in vicinity of camps and to Texas people in or near Washington.

The Texas Congress of Mothers and Parent-Teacher Associations held "at homes" Saturday afternoon, Saturday evening and Sunday afternoon. The W. C. C. S. contributed to the entertainment features.

Reconstruction work in our congress might well begin at this time. It is the wish of your president that your organizations coöperate in every way possible in furthering the kindergarten campaign now being launched in Texas. Educators are now awakening to the fact that if school education is to realize the desired results, more consideration must be given the pre-school period.

You will be interested to know that the National Congress of Mothers will hold its annual meeting in Kansas City, May 6-10. Please elect your delegates at once. Since this meeting is to be so near us, let me urge you to attend it and do everything you can to take a large delegation with you. Much time and thought has been given to the program and it will be helpful to all.

District meetings in Texas were held:

First: April 10-11, Fort Worth.

Second: May 1-2, Sherman.

Third: April 24-25, Tyler.

Fourth: May 6-7, Beaumont.

Fifth: April 29-30, Boerne.

The Child-Welfare Department, Council of Defense, has placed in the field a field worker for the coming five months to carry on child-welfare work.

We have just launched a kindergarten campaign and one of the duties of this field worker is to furnish information relative to the establishment of kindergartens.

WASHINGTON STATE

The ninth annual convention of the Washington State Branch National Congress of Mothers and Parent-Teacher Associations will assemble at Olympia, May 8, 9, 10, Mrs. W. M. Duncan, 205 Rogers Ave., Olympia, is general chairman of Convention.

This year we have decided to get back to fundamentals and make our convention a real workers' conference. There will be no section meetings but the reports from all Circles will

be given on the convention floor, thereby allowing an exchange of ideas between Pre-School Circles, Grade and High School Parent-Teacher Associations; Mothers Congresses, Mothers Clubs and Child Welfare Leagues, as well as Councils and County Divisions. It is planned to turn practically one whole day over to these reports from delegates.

And "that reminds me!" What are you doing for the State Branch? Perhaps it has never occurred to you that you owed anything to the state branch or that it expected anything of you. Keep in mind the fact that there would be no state branch were it not for the individual circle. The state branch can help you only in so far as circles stand back of it.

Are you lending your efforts for the furtherance of the work of this organization? Are you paying your dues regularly—a mere stipend of fifteen cents per capita per year, which affiliates you with the largest organization for the welfare of children in the world, state and national of children in the world, state and national?

If you have a child in school, or are interested in the movement, you should be a member of a Parent-Teacher Association or a Mothers Club; that association or club should be affiliated with the state and national bodies in order that we may accomplish our great end through the strength of organization. You are but a link in the chain that makes possible the state branch, and the State Branch is but one of the links in a heavier chain which makes possible the national organization. It's a grand thing to be part of this chain that circles about the children of the nation.

New parent-teacher organizations are reported at Harrah, Yakima County; Deming, Whatcom County; De Moines, King County, and in Emerald School, Pacific County.

Last year the adoption of one French orphan by one parent-teacher association was considered a conspicuous event among the circles of Tacoma. This year it has become one of the subjects of keenest importance. Twenty-two of these unfortunate overseas children, whose homes have been broken by the ravages of war, are being maintained by Tacoma associations.

Centralia Council of Parent-Teacher Associations is arranging a health crusade. It has been the custom to outline uniform programs for use in the various associations. After reviewing the winter's epidemics, it was thought wise and of more benefit to all concerned, to plan programs along general health lines. It was also decided to join with the city in promoting a cleanup campaign this spring.

A special feature of the December meeting of the Longfellow Circle of Seattle was the reception given to young mothers of the district. An appropriate program followed.

Beginning with the new semester, members of the Roosevelt Circle of Olympia are arranging

to serve hot soup to the pupils at a minimum cost of one cent a bowl. All materials for preparing it will be donated by the members. If this plan proves satisfactory, hot cocoa may be added once a week. The work connected with making and serving will be in charge of the mothers.

The first convention of the year of the Thurston County Division was held in December at Lacey. The school board sending the school bus to carry the visitors to the school house. There were about fifty present, which included delegates from Hays, Tenino, Chambers Junction, Olympia Council and Lacey.

To keep a parent-teacher circle alive and enthusiastic, when things are normal and meetings can be held regularly, is one thing; but to keep a circle alive and working when a multitude of other activities, including war work and a "Flu" epidemic are demanding every effort, is quite another. Yet this is what the circle at Enumclaw has accomplished during the past months. When it was found impossible to hold regular meetings the energetic president called executive meetings and the circle was able to keep its pet enterprise—the hot noon lunch—thriving. The school board, realizing the value of this movement, appropriated money to pay a cook and an assistant.

Although the first regular meeting of the year was not held until February, it is considered the best of the four years of its existence.

The Poulsbo Parent-Teacher Circle reports a subscription of ten dollars to buy new records for the school victrola.

An important Child-Welfare Day program was given by the Garfield Circle of Olympia and a nice sum was realized from the sale of ice cream to apply on their child welfare fund.

This flourishing circle recently devoted a meeting to practical demonstrations in making over old garments, under the direction of Miss Myrtle Boone, home demonstrator from Washington State College. An added interest was created by the members bringing garments for display that had been successfully fashioned from old ones. Plans have been made for a house-to-house canvass for members.

Last year there were more than 3,500 children enrolled in the School Garden Club of Spokane. The factor that has contributed largely to the success of this measure has been the early recognition by those in charge, of the value of co-operation with the Girls' Canning Clubs as a means of supplying a market for the produce raised by the gardeners. So in Spokane the young school gardeners are told to bring their products, clean and attractively prepared, to the established canning centers, where it is appraised at the prevailing market prices. This year the preliminary work will be carried on through the medium of the Parent-Teacher Associations.